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ABSTRACT

This publication is the fourth report of a survey of Luso-Brazilian studies being conducted in the United States. The object of the survey is to determine the extent to which the Portuguese language and Luso-Brazilian studies are taught in the United States. Three hundred and twenty institutions are listed by state with the following information given for each: (1) whether Portuguese is accepted as foreign language requirement for admission, (2) what courses and/or degrees are offered, (3) whether the present program will be expanded, (4) whether Portuguese will be taught in the future, and (5) whether study abroad in Portuguese is possible. In addition to this information on colleges and universities, data is given on elementary and high school Portuguese enrollments, other schools teaching Portuguese, schools which have discontinued the teaching of Portuguese, schools considering introducing Portuguese, and night schools on the high school and college levels which offer Portuguese. Elementary and high school course descriptions are listed alphabetically by country, state, and institution. It is hoped that this information will help to increase present enrollments and that it will influence more schools and colleges to introduce Portuguese as part of their curriculum. (DO)

ED034173

LUSO-BRAZILIAN STUDIES SURVEY
289 Eagle Street
Fall River, Massachusetts 02721

THE TEACHING OF PORTUGUESE IN THE COLLEGES AND UNIVERSITIES OF THE UNITED STATES

by

Gilbert R. Cavaco

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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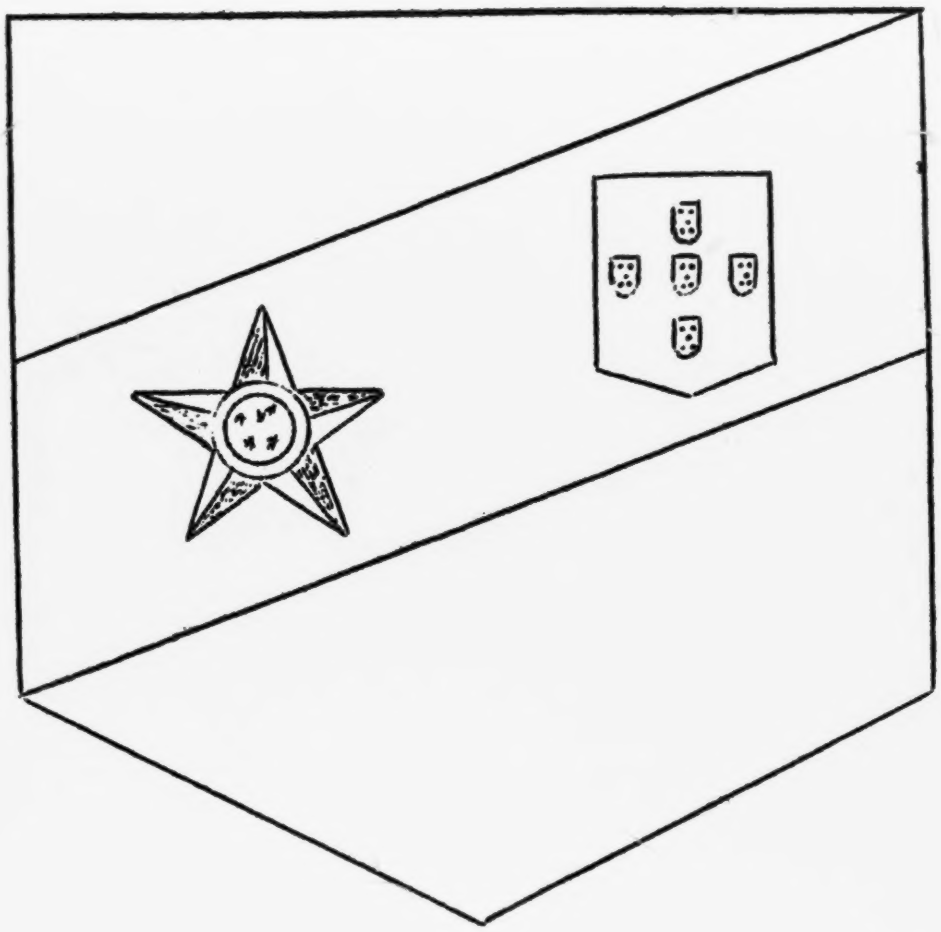

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FOREWARD

This publication is the fourth report of a survey of Luso-Brazilian studies being conducted in the United States. The information has been updated and expanded and supercedes all previous publications.

The object of the survey is to determine the extent to which the Portuguese Language and Luso-Brazilian Studies are taught in the United States. It is intended to serve as a source of reference for students interested in furthering their knowledge of this field. We hope this information will help to increase present enrollments in this area of study and that it will influence more schools and colleges to introduce these studies as part of their curriculum.

We wish to acknowledge the very generous subsidy granted us by the CALOUSTE GULBENKIAN FOUNDATION of Lisbon, Portugal, which has made the publication and distribution of this survey possible. We wish to especially thank Dr. Raymond S. Sayers, Professor of Romance Languages, Queens College of the City University of New York and Mr. Vasco Vilela, Portuguese Consul, New Bedford, Massachusetts for their efforts in presenting our petition for aid to His Excellency Ambassador Pedro Theotonio Pereira, President, Calouste Gulbenkian Foundation and to Dr. J. Braga de Oliveira, Assistant Director, Calouste Gulbenkian Foundation, which directly resulted in the granting of the subsidy.

It would indeed be remiss of us not to acknowledge the past financial assistance of the PORTUGUESE EDUCATIONAL SOCIETY, New Bedford, Massachusetts, the COIMBRA CLUB OF MASSACHUSETTS AND RHODE ISLAND, and the PORTUGUESE CULTURAL ASSOCIATION OF RHODE ISLAND. We acknowledge also with gratitude the interest and participation of our many friends and colleagues. Without their contribution of information to this survey, it could not exist.

Congratulations are extended to Vanderbilt University on the occasion of it being granted another summer institute for the training of high school teachers of Portuguese. We commend Dr. Norwood Andrews, Jr. for his yeoman work in making such an institute possible. We congratulate also Dr. Guy Riccio, Head, Portuguese Division, U. S. Naval Academy on his election to the post of Chairman of the Portuguese Language Development Group. It will be an honor for us to serve him in the capacity of secretary.

The VOICE OF AMERICA is interested in receiving information about Brazilian studies and Portuguese Language programs in U. S. schools. If you have any special events which you feel would be of interest to a Brazilian radio audience, you are requested to forward such information to: Mr. Robert Lindquist, Deputy Chief, Brazilian Branch, Voice of America, Washington, D. C. 20547.

Mr. Jose Ricardo has an ample list of Brazilian high school students who are seeking pen pals in American high schools. If you have any students interested, you are requested to send their names (no addresses), age and sex to Mr. Jose Ricardo, Dept. of Romance Languages, The Ohio State University, 154 North Oval Drive, Columbus, Ohio 43210.

As always, your comments, suggestions, criticisms and requests are welcome. Thank you again for your participation. We look forward to your continued cooperation.

SCHOLARSHIPS

I. National Defense Education Act (NDEA) Title VI Summer Institutes:

A. Professor Donald K. Freebairn, Director
NDEA Title VI Summer Institute in Portuguese
Cornell University
Ithaca, New York 14850
(June 16 - August 22)

B. Professor William J. Smither, Director
NDEA Title VI Summer Institute in Portuguese
Tulane University
New Orleans, Louisiana 70118
(June 9 - August 8)

C. Professor Claude E. Leroy, Director
NDEA Title VI Summer Institute in Portuguese
University of Wisconsin
Madison, Wisconsin 53706
(June 23 - August 16)

II. National Defense Education Act (NDEA) Title XI Summer Institute:
(For teachers of Portuguese, grades 7 - 12)

Professor Norwood Andrews, Jr., Director
NDEA Title XI Summer Institute in Portuguese
Vanderbilt University, Box 1581, Station B
Nashville, Tennessee 37203
(June 23 - August 9)

III. Gulbenkian Foundation Grants for summer study at the University of Coimbra and the University of Lisbon:

Excmo. Sr. Professor
Dr. J. Braga de Oliveira
Director-Adjunto do
Servico Internacional
Fundacao Calouste Gulbenkian
Avenida de Berne
Lisboa 1, Portugal

IV. Instituto de Alta Cultura Grants for summer study at the University of Coimbra and the University of Lisbon:

Excmo. Sr. Professor
Dr. Edgard Santos Mattos
Secretario-Adjunto do
Instituto de Alta Cultura
Praca do Principe Real, 14
Lisboa 2, Portugal

V. Portuguese National Honor Fraternity (Phi Lambda Beta) Scholarship. A four-year college scholarship is awarded to a high school graduate of superior quality who is planning to major or minor in Portuguese in the amount of $10,000. For further information, write to Professor Norwood Andrews, Jr., Vanderbilt University. (Complete address is to be found in II above.

VI. Student loans are available at many institutions. You are urged to write directly to the institution you wish to attend for such information. (National Defense Student Loan Program, Title II.)

VII. Full-time graduate fellowships under the National Defense Education Act (NDEA) Title VI are available in Luso-Brazilian Studies. (This information is reprinted from the previous publication. Since no information has been received to the contrary, we believe that these grants are still available.) Write to:

A. Dr. Renato Rosaldo
Dept. of Romance Languages
University of Arizona
Tuscon, Arizona 85721

B. Dr. Luis Monguio
Dept. of Span. & Port.
University of California
Berkeley, Calif. 94720

C. Dr. Jose R. Barcia
Dept. of Span. & Port.
University of California
Los Angeles, Calif. 90024

D. Dr. Bruce A. Morrissette
Dept. of Romance Languages
University of Chicago
Chicago, Ill. 60637

E. Dr. J. Wayne Conner
Dept. of Foreign Languages
University of Florida
Gainesville, Fla. 32601

F. Dr. Robert Lado
Dept. of Modern Languages
Georgetown University
Washington, D. C. 20007

G. Dr. William Shoemaker
Dept. of Ital., Span., & Port.
University of Illinois
Urbana, Ill. 61803

H. Dr. Charles Wagley
Institute of L/A Studies
Columbia University
New York, N.Y. 10027

I. Dr. John C. Dowling
Dept. of Span. & Port.
Indiana University
Bloomington, Indiana 47401

J. Dr. T. E. Davis
L/A Studies Program
Cornell University
Ithaca, N.Y. 14850

K. Dr. Domingo Ricart
Dept. of Span. & Port.
University of Kansas
Lawrence, Kansas 66044

L. Dr. Marshall R. Nason
Ibero-Amer. Studies Center
University of New Mexico
Albuquerque, N. M. 87106

M. Dr. Kalman H. Silvert
Ibero-Amer. Lang. & Area C.
19 University Place
New York U., N.Y., N.Y.

N. Dr. Cole Blasier
Center for L/A Studies
University of Pittsburgh
Pittsburgh, Pa. 15213

O. Dr. John J. Johnson
Committee of L/A Studies
Stanford University
Stanford, Calif. 94305

P. Dr. Fred P. Ellison
L/A Studies Center
The University of Texas
Austin, Texas 78712

Q. Dr. Daniel W. Wogan
Dept. of Span. & Port.
Tulane University
New Orleans, La. 70118

R. Dr. Joseph A. Kahl
Grad. Program in L/A Studies
Washington University
St. Louis, Mo. 63130

S. Dr. Charles M. Vance
Dept. of Span. & Port.
Vanderbilt University
Nashville, Tenn. 37205

T. Dr. Claude E. Leroy
Ibero-Amer. C., Luso-Braz.
University of Wisconsin
Madison, Wisconsin 53706

U. Dr. Victor H. Brombert
Dept. of Romance Languages
Yale University
New Haven, Conn. 06520

V. Dr. Francis M. Rogers
Dept. of Romance Languages
Harvard University
Cambridge, Mass. 02138
(undergrad. & grad. scholar.)

VIII. National Defense Education Act (NDEA) Title IV fellowships are available to persons interested in teaching or continuing to teach in institutions of higher education and pursuing or intending to pursue a course of study leading to the Ph.D. degree. A complete list of programs approved at various institutions, plus additional information may be obtained from:

Director, Graduate Fellowship Branch
Division of Graduate Programs
Office of Education
United States Department of Health, Education and Welfare
Washington, D. C. 20202

IX. Foreign Area Fellowships are available to graduate students who have the M.A. degree or its equivalent and who wish to combine training in their discipline with the foreign area and language training.

Director
Foreign Area Fellowship Program
444 Madison Avenue
New York, N.Y. 10022

X. U. S. Government Grants for Study Abroad Under the Fulbright-Hays Act. Information is available from the:

Institute of International Education (I.I.E.)
809 United Nations Plaza
New York, N. Y. 10017

U.S. Department of Health, Education, & Welfare
Office of Education
Washington 25, D.C.

Career Opportunities for Persons with Modern Foreign Language Competence

Teaching - Increasing enrollment in the secondary schools and colleges in the sixties, combined with the greater emphasis on foreign languages in the curriculum, indicate that many more teachers of modern foreign languages will be needed in the next few years. The growing number of modern foreign language programs in elementary schools (FLES) will increase the demand for language teachers.

Opportunities for teaching overseas also exist with the following Government agencies:

Peace Corps

Agency for International Development - Recruitment for educators in AID Technical Assistance Programs by U. S. Office of Education.

Department of State (Educational Exchange Program) - The exchange program of elementary and secondary school teachers is administered by the Teacher Exchange Section of the Division of Technical Assistance and Exchange Programs, Bureau of International Education, U. S. Office of Education.

The U. S. Information Agency - Needs teaching and administrative personnel for Binational Centers.

U. S. Air Force, U. S. Army, and U. S. Navy - Operate schools for dependents of military personnel.

U. S. Government Employment - Attached is a list of Federal agencies which employ persons with foreign language competence. The U. S. Information Agency has an examination for writers and radio announcers who have a high degree of language proficiency. The Department of State requires its Foreign Service Officers to be fluent in at least one foreign language. The Departments of State and Commerce have translating staffs.

Information concerning employment opportunities may be obtained by writing directly to the agencies or the U. S. Civil Service Commission.

College graduates who wish professional positions must take the Federal Service Entrance Examination, which is given several times a year. Applications are made through the U. S. Civil Service Commission, Washington 25, D. C. or through its regional offices.

Other Types of Employment - For occupational trends in general, the U. S. Department of Labor's Bureau of Labor Statistics publishes a quarterly entitled "Occupational Outlook" and special reports concerning employment opportunities. In general, where business and industry require personnel who possess language skills, these skills are in addition to other special qualifications.

Language Development Branch, March 1963

U. S. Department of Health, Education, & Welfare
Office of Education
Washington 25, D. C.

FEDERAL AGENCIES THAT OFFER EMPLOYMENT OPPORTUNITIES FOR PERSONS WITH FOREIGN LANGUAGE COMPETENCE

- Agency for International Development
- Central Intelligence Agency
- Department of Agriculture
    - Agricultural Research Service
    - Foreign Agricultural Services
- Department of Commerce
    - Bureau of the Census
    - Bureau of Foreign Commerce
    - Coast and Geodetic Survey
    - Joint Publication Research Service
    - National Bureau of Standards
    - Patent Office
    - Weather Bureau
- Department of Defense
    - Department of the Air Force
    - Department of the Army
    - Department of the Navy
    - U. S. Marine Corps
- Department of Health, Education, and Welfare
    - Office of Education
    - Public Health Service
    - Social Security Administration
- Department of the Interior
    - Office of Geography
    - Bureau of Mines
    - Geological Survey
- Department of Labor
    - Bureau of International Labor Affairs
    - Bureau of Labor Statistics
- Department of State
    - Foreign Service Institute
    - Bureau of Intelligence and Research
    - Language Service Bureau
- Federal Aviation Agency
- Library of Congress
- National Science Foundation
- National Security Agency
- Peace Corps
- U. S. Information Agency
- Veterans Administration

Language Development Branch
March 1963

SUMMARY	total number	% of total (320)	% of total teaching Port. (139)	% of total not teaching Port. (181)
Institutions contacted	400			
Institutions participating	320	80%	(based on 400)	
Port. accepted as FL requirement	194	61%		
two years	159	50%		
three or four years	35	11%		
Port. not accepted as FL requirement	28	9%		
No FL required for admission (NLR)	83	26%		
No answer	11	3%		
Not applicable (N/A)	4	1%		
Institutions teaching Portuguese	139	43%		
elementary	139		100%	
intermediate	121		87%	
literature	91		65%	
culture and civilization	30		22%	
area studies	10		7%	
Institutions offering degrees in Port.	46		33%	
BA major	20		14%	
MA major	15		11%	
PhD major	12		9%	
BA minor	30		22%	
MA minor	18		13%	
PhD minor	20		14%	
Expect to expand program in Port.				
yes	96		69%	
no	14		10%	
?	2		1%	
no answer	27		20%	
Extent of expansion				
language and/or literature	16		12%	
civilization and culture	2		1%	
area studies	--		---	
BA major	32		23%	
MA major	13		9%	
PhD major	9		6%	
BA minor	16		12%	
MA minor	7		5%	
PhD minor	7		5%	
Institutions not teaching Port.	181	57%		
Expect to teach Port. in future				
yes	64			35%
no	82			45%
?	16			9%
no answer	18			10%
not applicable	1			1%
Study abroad				
yes	19		14%	
no	69		50%	
in future	27		19%	
?	9		6%	
no answer	15		11%	

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
ALABAMA					
Alabama, U. of	NLR		yes-BA minor		no
	Course Offered: Intensive Portuguese (This new course will be given every other year. It is a one-year course meeting three times a week, using an intensive oral approach. The enrollment is limited to majors and minors in Romance Languages and to participants in the Latin America Area Program. Graduate students in this department are also encouraged to attend this course. Because of the selected students enrolled, it is hoped that at least as much as would be covered in a regular course in four semesters will be covered during the year.)				
Auburn U.	NLR			?*	no
	*Due to insufficiency of staff, Portuguese has not been offered for several years.				
Samford U.	NLR			yes*	no-not in near future
	*Possibly at some future date, as an experiment, if someone competent to teach it is available.				
South Alabama, U. of	yes			yes-hopefully	in future, hopefully
ALASKA					
Alaska, U. of	yes			no	

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
ARIZONA					
American Institute For Foreign Trade, The	N/A-graduate sch.		yes		no
	Courses Offered: Basic Portuguese Intermediate Portuguese Advanced Portuguese Related Area: Latin America Area Studies Courses Offered When Registration Justifies: Advanced Studies in Brazilian Portuguese Advanced Latin America Area Studies Special Studies in Brazilian Portuguese				
Arizona S. U.	NLR	BA minor	yes-MA minor		in future
	Courses Offered: Intensive Elementary Portuguese Advanced Portuguese Survey of Brazilian Literature Survey of Portuguese Literature Independent Readings				
Arizona, The U. of	yes	BA & PhD minors	yes-BA major in 1969-70		* in future
	*The feasibility of establishing a summer school in Rio de Janeiro to be initiated in July, 1969 is being investigated. Courses Offered: Brazilian Literature in Translation Beginning Portuguese Advanced Composition and Conversation Modern Portuguese Novel Portuguese and Brazilian Short Story Portuguese and Brazilian Literature Seminar: Portuguese Literature: Middle Ages " " 16th Century " " 17th Century " " 18th Century " " 19th Century " " 20th Century (con'd)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
ARIZONA (con'd)					
Arizona, The U. of (con'd)	Seminar: Brazilian Literature: 16th-18th Centuries " " 19th Century " " 20th Century Course To Be Added: (1969-70) Brazilian Civilization				
Northern Arizona U.	NLR			yes-in 3 to 4 yrs.	
ARKANSAS					
Arkansas, U. of	NLR			yes*	
	*At present, nothing is done with Portuguese. However, a Latin American Studies program is being initiated and Portuguese is expected to be taught in conjunction with this. One staff member has competence in Portuguese and another will be added immediately.				
CALIFORNIA					
California S. C. at Fullerton	yes	BA major & minor	yes-MA major		in future
	Courses Offered: Elementary Portuguese Intermediate Portuguese Accelerated Intensive Portuguese (for students with prior proficiency in Spanish) Brazilian Culture and Civilization Portuguese Culture and Civilization Independent Studies in Luso-Brazilian Language and Literature Literature of the Quinhentistas Brazilian Literature From Independence to The Present				
California S. C. at Hayward	yes-2 years				
California S. C. at Long Beach	yes-3 years			yes*	(con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
CALIFORNIA (con'd)					
California S. C. at Long Beach (con'd)	*Portuguese 101 (first year) will be offered in the Fall of 1969.				
California S. C. at Los Angeles	NLR			yes	
California, U. of (Berkeley)	yes-exam required		yes*		no
	*Course work. No degrees for present. Courses Offered: Elementary Portuguese (fresh. & soph.) Intermediate Portuguese " " Brazilian Literature (jr. & sr.) Special Study for Advanced Undergraduates (jr. & sr.) Early Portuguese Literature (grad.) Special Advanced Study (grad.) Courses To Be Added: Brazilian Literature in English Translation (fresh. & soph.) Problems of Portuguese Linguistics (jr. & sr.) Courses Offered In Alternate Years: Gil Vicente and Camoes (jr. & sr.) Portuguese Literature (jr. & sr.) The Brazilian Novel (grad.) Critical and Stylistic Studies of a Single Author or Genre (grad.)				
California, U. of (Davis)	yes*	BA minor			?
	*High school study of Portuguese will be accepted if the placement test is passed at a certain level. A proficiency exam will be administered. Courses Offered: Elementary Portuguese Brazilian Prose Fiction (jr. or sr. literature course - shortage of financial support will limit literature offerings to one quarter, Fall to Christmas) Brazilian Poetry				(con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
CALIFORNIA (con'd)					
California, U. of (Davis) (con'd)	Brazilian Drama Courses To Be Added: Portuguese Poetry Portuguese Drama Brazilian Culture and Civilization Portuguese Culture and Civilization				
California, U. of (Irvine)	yes		yes-BA major		in future
	Courses Offered: Fundamentals of Portuguese Brazilian Prose Fiction (140A-B-C)				
California, U. of (Los Angeles)	yes	BA major PhD maj.	yes-MA major*		no
	*Next year candidates for a Master's in Portuguese will be accepted. The program toward a PhD in Luso-Brazilian literature will be continued with an MA in Spanish or an MA in the recently projected MA in Portuguese. Courses Offered: Elementary Portuguese Intermediate Portuguese Luso-Brazilian Culture and Civilization Portuguese Language and Luso-Brazilian Literature (14 upper division courses are offered as well as 6 graduate courses and special advanced courses at the graduate level)				
California, U. of (San Diego)	yes*		no		no
	*Any number of years is accepted from an accredited high school. Course Offered: Independent Study of Portuguese (Language 19)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
CALIFORNIA (con'd)					
California, U. of (Santa Barbara)	yes		yes*		in future
	*Third and fourth year literature courses. Portuguese will be required as part of an MA and a PhD to be. There will be no changes in the program in the near future. Courses Offered: Elementary Portuguese Intermediate Portuguese				
Chabot C.	NLR				
	Portuguese has had to be discontinued as a course of study because of a lack of student interest.				
Defense Language Institute W/C	The information in the questionnaire is not applicable to this institution.				
Fresno S. C.	yes	2 years			
	Courses Offered: Elementary Portuguese* (Normally only this course is taught.) Intermediate Portuguese* (Requests for this course are handled on an individual basis.) Brazilian Literature (Not a special course but taught only as part of the survey course in Latin-American literature.) *Elementary Portuguese is required for students wishing to major in Latin-American Studies Program. For a person wishing to specialize in Brazil, Intermediate Portuguese is a further requirement.				
Long Beach C. C.	NLR	N/A*	no		
	*No degrees, junior college. Portuguese has been offered the past two Fall semesters and dropped due to lack of enrollment.				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
CALIFORNIA (con'd)					
Mt. St. Mary's C.	no				
Pacific, U. of the	yes			yes*	no
	*Not in near future. At present, a small informal study group is conducted.				
Pasadena C. C.	yes	N/A*	yes#		no
	*Junior college, no degrees. #Portuguese and Brazilian Civilization. Portuguese I & II is now offered only in the night school program. It is expected to be reintroduced into the regular day program in September, 1969.				
Pepperdine C.	yes*		yes-BA minor		no
	*It will also fulfill the requirement if the student can pass a 1 year university level test. Course Offered: Elementary Portuguese				
Pomona C.	NLR			no	
San Diego S. C.	NLR		yes*		in future possibly
(con'd)	*It is hoped that by September, 1969 Portuguese I & II can be converted to a four-semester basis at the lower division level as Portuguese 1, 2, 3 & 4. Major and minor work in Portuguese is not offered as an upper division course. Courses Offered: Portuguese I (prerequisite is 22 units in college Spanish - accelerated covering language and literature) Portuguese II (continuation of Portuguese I) Survey of Portuguese Literature (1 semester)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
CALIFORNIA (con'd)					
San Diego S. C. (con'd)	Survey of Brazilian Literature (1 semester)				
San Diego, U. of	yes*			?#	
	*Two years of high school Portuguese are accepted for admission. Four years of high school Portuguese will satisfy the FL requirement for graduation, depending on proficiency. A proficiency examination will be administered if Portuguese is offered to fulfill the FL graduation requirement.				
	#Spanish 150, 151, 152 Hispanic Civilization includes some Luso-Brazilian Studies. One staff member is capable of teaching Portuguese if there were any student demand.				
San Francisco S. C.	NLR*			yes	
	*Portuguese would be accepted, if there was one.				
San Francisco, U. of	yes-4 years*			no	
	*With entrance exam to prove proficiency.				
Santa Clara, U. of	yes-3 years			no	
Sierra C.	NLR	N/A*	yes#		no
	*No degrees, junior college.				
	#If sufficient demand. The present course will hopefully be given in the regular day program in January.				
	Course Offered: Brazilian Portuguese (2 semesters with stress on oral-aural method, some reading and writing - brief discussion of social, economic, political and literary patterns of Brazil - language laboratory usage basic to course)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
CALIFORNIA (con'd)					
Southern California, U. of	yes*		yes-BA		no
	*Four years plus a placement test or 3 4-unit college courses. Portuguese is required for Latin American Studies, recommended for International Relations and Spanish majors at the graduate level. Courses Offered: Portuguese I & II (beginning) Portuguese III (intermediate) Luso-Brazilian Civilization Portuguese Literature Brazilian Literature				
Stanford U.	yes		yes		
	Courses Offered: First Year Portuguese Second Year Portuguese Advanced Portuguese Independent Work (language) Brazilian Literature Portuguese Literature Graduate Seminar on Contemporary Luso-Brazilian Literature Independent Work (literature) Portuguese Linguistics (alternate years) Portuguese Phonetics (alternate years) Area Studies (In the Institute of Hispanic American and Luso-Brazilian Studies, work of the "area study" type is available as in HAS. Seminar in Contemporary Latin America, Spain and Portugal.) Summer Session: (8 weeks) Elementary Intensive Portuguese Advanced Portuguese				
COLORADO					
Colorado S. C.	NLR			no	

<table>
<tr><th>STATE AND INSTITUTION</th><th>2 years accepted as FL requirement for admission</th><th>courses and/or degrees offered</th><th>expect to expand present program</th><th>expect to teach Port. in future</th><th>study abroad</th></tr>
<tr><td>COLORADO (con'd)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Colorado S. U.</td><td>NLR</td><td></td><td>yes</td><td></td><td>no</td></tr>
<tr><td></td><td colspan="5">Course Offered:
Beginning Portuguese

Course To Be Added:
Second Year Portuguese</td></tr>
<tr><td>Colorado, U. of</td><td>NLR*</td><td>none#</td><td>yes%</td><td></td><td>?&</td></tr>
<tr><td></td><td colspan="5">*No foreign language entrance requirement. In some curricula, 2 years or the equivalent of a foreign language is required and Portuguese is accepted. Proficiency and placement is determined by the instructor in charge of the Portuguese Program. Portuguese may be offered as the language requirement for the BA in Latin American Studies.

#There is no degree in Portuguese but it may be used as a related field for the MA or PhD in Spanish.

%Hope to reinstate third year Literature Surveys - "Main Currents of Portuguese and Brazilian Literature."

&Negotiations are under way for a study abroad program in Brazil. Nothing as yet.

Courses Offered:
Beginning Portuguese (10 hours)
Second-Year Reading and Conversation (6 hours)
Accelerated Portuguese - Language and Culture (for upper division and graduate students who know another Romance language - 4 hours undergraduate or 6 hours graduate credit)
Independent Study at the Undergraduate or Graduate Levels</td></tr>
<tr><td>Denver, U. of</td><td>NLR</td><td></td><td></td><td>yes</td><td>in future</td></tr>
</table>

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
COLORADO (con'd)					
Southern Colorado S. C.	NLR		yes-BA minor, not soon		not in near future
	Course Offered: Beginning Portuguese (9 hours credit) Course To Be Added: (in two years) Intermediate Portuguese (9 hours credit)				
U. S. Air Force Academy	There are no immediate plans to include the teaching of Portuguese in the present program.				
CONNECTICUT					
Bridgeport, U. of	yes-4 years			no	
Connecticut C.	no			no	
Connecticut, U. of	yes		yes		
Fairfield U.	yes*			yes-possibly	
	*Two, three or four years will be accepted.				
Southern Connecticut S. C.	yes			yes	
Trinity C.	yes*			no	
	*Portuguese will be accepted for admission only. The language requirement for graduation would have to be completed in another language.				
Yale U.	yes	3 yrs.*			in future
	*BA minor in Latin American Studies Program; MA and PhD.				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
DELAWARE					
Delaware S. C.	yes			no-no plans at this time	
Delaware, U. of	yes			no	
DISTRICT OF COLUMBIA					
American U.	no			no	
Catholic U. of America, The	yes	2 years			
Georgetown U.	yes	4 yrs.- BA, MA & PhD	yes*		yes
	*More courses in Portuguese Civilization and Literature. Courses Offered: (undergraduate and graduate) Intensive Basic Portuguese I & II Intensive Advanced Portuguese I & II Advanced Portuguese Translation Introduction to Literature and Style Portuguese Structure History of the Portuguese Language Portuguese Dialectology The Literature of Brazil Contemporary Brazilian Literature Brazilian Civilization Portuguese Language Seminar Luso-Brazilian Seminar				
George Washington U., The	yes			yes*	no
	*There is a remote possibility that the 1st year elementary course formerly taught will be reintroduced in 1969-70.				
Howard U.	no			yes*	

(con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
DISTRICT OF COLUMBIA (con'd)					
Howard U. (con'd)	*Hope to teach Portuguese soon in sequence for meeting the Liberal Arts degree requirements or as a third language (perhaps in the framework of a Romance Linguistics course) for majors.				
Johns Hopkins U., The, School of Advanced International Studies	N/A-grad school	.	not at present		no
	All degrees are given in the field of International Studies and a language is part of it. All Latin American specialists are required to take Spanish first and then 1 or 2 years of Portuguese. Courses Offered: Beginning Portuguese Intermediate Portuguese				
Trinity C.	yes*		yes		no#
	*The total requirement is 4 units. The above would be partial fulfillment. #Although study abroad is not offered, students would be allowed to go with existing good programs elsewhere. Courses Offered: Elementary Portuguese Intermediate Portuguese				
FLORIDA					
Florida A. & M. U.	NLR			yes	
Florida Atlantic U.	yes*			yes	
	*A proficiency examination will be administered.				
Florida Junior C. at Jacksonville	NLR			?	

<table>
<tr><th>STATE AND INSTITUTION</th><th>2 years accepted as FL requirement for admission</th><th>courses and/or degrees offered</th><th>expect to expand present program</th><th>expect to teach Port. in future</th><th>study abroad</th></tr>
<tr><td>FLORIDA (con'd)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Florida S. U.</td><td>yes</td><td>BA minor</td><td>yes</td><td></td><td>no</td></tr>
<tr><td></td><td colspan="5">"Directed individual studies" are given on the graduate level, as demand occasions. As enrollment grows in the first year, other work can be offered. Study abroad will depend on demand.

Courses Offered:
Elementary Portuguese
Intermediate Portuguese
Directed Individual Studies (graduate level)</td></tr>
<tr><td>Florida, U. of</td><td>yes</td><td>BA, MA & PhD minors</td><td>yes-BA MA & PhD majors</td><td></td><td>no</td></tr>
<tr><td></td><td colspan="5">Courses Offered:
Beginning Portuguese (undergraduate credit)
Composition and Conversation (undergraduate and graduate credit)
Introduction to Portuguese Literature (A study of major Portuguese writers from the medieval period to the modern period) (undergraduate and graduate credit)
Introduction to Brazilian Literature I (A study of major Brazilian authors with emphasis on the 19th century) (undergraduate and graduate credit)
Introduction to Brazilian Literature II (A study of major Brazilian writers of the 20th century) (undergraduate and graduate credit)
Machado de Assis and His Contemporaries (undergraduate and graduate credit)
Eca de Queiros and His Contemporaries (undegraduate and graduate credit)
Special Study of 20th Century Portuguese Literature (undergraduate and graduate credit)
The 20th Century Brazilian Novel (undergraduate and graduate credit)
Brazilian Poetry and Drama to 1900 (undergraduate and graduate credit)
Medieval and Renaissance Portuguese Literature</td></tr>
</table>

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<tr><th>STATE AND INSTITUTION</th><th>2 years accepted as FL requirement for admission</th><th>courses and/or degrees offered</th><th>expect to expand present program</th><th>expect to teach Port. in future</th><th>study abroad</th></tr>
<tr><td>FLORIDA (con'd)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Miami, U. of</td><td>yes</td><td></td><td>BA maj. & min.</td><td></td><td>in future maybe</td></tr>
<tr><td></td><td colspan="5">The University of Miami is concentrating on Latin American Studies in its Center for Advanced International Studies. Portuguese has high priority.

Courses Offered:
Elementary Portuguese
Intermediate Portuguese
Intermediate Portuguese (conversation)

Courses To Be Added:
Elementary Portuguese (intensive)
Survey of Portuguese Literature
Survey of Brazilian Literature</td></tr>
<tr><td>New College</td><td>NLR*</td><td>BA min.</td><td>yes-BA minor</td><td></td><td>in future possibly Brazil</td></tr>
<tr><td></td><td colspan="5">*A proficiency examination will be administered, if called for.

Courses Offered:
Elementary Portuguese
Intermediate Portuguese</td></tr>
<tr><td>South Florida, U. of</td><td>NLR</td><td></td><td>yes*</td><td></td><td>?</td></tr>
<tr><td></td><td colspan="5">*Expect to offer upper-level and graduate courses in Portuguese eventually.

Course Offered:
Brazilian Portuguese (3 quarters)</td></tr>
<tr><td>Stetson U.</td><td>NLR*</td><td></td><td></td><td>no</td><td></td></tr>
<tr><td></td><td colspan="5">*No foreign language requirement for admission. Two years study required for graduation, or equivalent as attested by a proficiency test.</td></tr>
</table>

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
GEORGIA					
Emory U.	no		yes-MA & PhD minors		no
	Courses Offered: (intermittently) Portuguese Language (for those who already know French or Spanish) Portuguese Literature				
Georgia, The U. of	no			no definite plans	no
HAWAII					
Hawaii, U. of (Hilo)	NLR			?*	no
	*Doubtful. Although approved by the Curriculum Committee and the Faculty Senate, the course was not approved by the Provost (Chief Administrator) for addition to the curriculum.				
Hawaii, U. of (Honolulu)	yes		yes*		no
	*Eventually, Portuguese will be a minor for a Spanish PhD. Courses Offered: Elementary Portuguese Intermediate Portuguese Luso-Brazilian Literature Course To Be Added: Brazilian Civilization (hopefully in future, 1970)				
IDAHO					
Idaho, C. of	NLR			no	
Idaho S. U.	yes*			yes	in future, perhaps

(con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
IDAHO (con'd)					
Idaho S. U. (con'd)	*Two, three or four years of Portuguese will be accepted provided that this language is acceptable to the student's major department.				
Idaho, U. of	NLR*			no	
	*No FL admission requirement but 4 years of high school Portuguese is accepted as fulfilling the L. & S. language requirement of 4 semesters.				
ILLINOIS					
Chicago, U. of	yes*		yes#		?
	*All languages are accepted on the basis of placement tests only. The number of years studied does not matter. Portuguese is, of course, included.				
	#Eventually BA, MA and PhD majors and minors will be offered.				
	Courses Offered: Elementary Portuguese Obras Primas da Literature Portuguesa e Brasileira				
Illinois, U. of (Chicago)	yes*		yes#		no
	*High school Portuguese could be accepted as the FL requirement for admission; however, no high school student has yet offered it so the question is academic.				
	#It is expected that the Portuguese program will be expanded as rapidly as the demand for it permits.				
	Course Offered: First-Year Portuguese				
	Course To Be Added: (Fall, 1969) Second-Year Portuguese				

<table>
<tr><th>STATE AND INSTITUTION</th><th>2 years accepted as FL requirement for admission</th><th>courses and/or degrees offered</th><th>expect to expand present program</th><th>expect to teach Port. in future</th><th>study abroad</th></tr>
<tr><td>ILLINOIS (con'd)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Illinois, U. of (Urbana)</td><td>yes</td><td>BA, MA & PhD min. & major</td><td>yes*</td><td></td><td>no#</td></tr>
<tr><td></td><td colspan="5">*Will expand as rapidly as demand persists.
#Individuals attend Coimbra and Sao Paulo, but not as part of a group.
Courses Offered:
Elementary Portuguese (undergraduate)
Intermediate Portuguese (undergraduate)
Introduction to Portuguese and Brazilian Literature (advanced undergraduate)
Intermediate Composition and Conversation (advanced undergraduate)
Readings in Portuguese (advanced undergrad.)
Introduction to Brazilian Literature (advanced undergraduate and graduate)
Introduction to Portuguese Literature (adcanced undergraduate and graduate)
Luso-Brazilian Civilization and Culture (advanced undergraduate and graduate)
Contemporary Brazilian Civilization and Culture Since 1822 (advanced undergraduate and graduate)
Structure of Brazilian Portuguese: Phonology (graduate)
Structure of Brazilian Portuguese: Morphology and Syntax (graduate)
Studies in Brazilian Literature (graduate)
Studies in Portuguese Literature (graduate)
Introduction to Romance Linguistics (graduate)
Special Topics in Portuguese
Thesis Research</td></tr>
<tr><td>Loyola U.</td><td>yes-4 years*</td><td></td><td></td><td>yes</td><td></td></tr>
<tr><td></td><td colspan="5">*A proficiency examination will be administered.</td></tr>
<tr><td>Mundelein C.</td><td>yes*</td><td>BA minor</td><td>yes-BA major</td><td></td><td>maybe in future
(con'd)</td></tr>
</table>

STATE AND INSTITUTION	2 years accepted as FL require-ment for admission	courses and/or degrees offered	expect to ex-pand present program	expect to teach Port. in future	study abroad
ILLINOIS (con'd)					
Mundelein C. (con'd)	*Beginning in 1967, 3 or more years of a foreign language for entrance is strongly urged. Courses Offered: Intensive Portuguese Oral and Written Composition Civilization of Portugal (includes literature) Brazilian Novel Introduction to Brazilian Literature				
Northern Illinois U.	yes	BA & MA minors	yes		in con-sortium arrange-ment
Northwestern U.	yes-2, 3 or 4 yrs.*		yes		no
	*A proficiency examination will be administered. Courses Offered: Intensive Portuguese (A rapid audio-lingual study of the Portuguese language, followed by readings from Portuguese and Brazilian writers - a year course) Portuguese Literature Brazilian Literature The Brazilian Novel Gil Vicente and the Early Drama				
Roosevelt U.	yes-4 years			?	
Rosary C.	yes*		yes-BA minor		no#
	*The requirement inlanguages for admission is four years of language in high school. A student may present three years in one language or two years in each of two languages (two years of Portuguese would be accepted in combination with two years of another language or three years of (con'd)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
ILLINOIS (con'd)					
Rosary C. (con'd)	Portuguese.) #A student may join a group from another college. Study abroad in the future will not be offered under the auspices of this institution. Courses Offered: Elementary Portuguese Intermediate Portuguese Modern Brazilian Literature Independent Study				
Southern Illinois U.	yes	BA	yes*		?
	*Expect to increase offerings soon. for Latin American Studies Program.				Needed
	Courses Offered: Elementary Portuguese (1st year) Portuguese Conversation (1st year) Intermediate Portuguese (2nd year)				
Western Illinois U.	NLR			no	
Wheaton C.	yes-4 years			no	
INDIANA					
Ball S. U.	NLR		yes		in near future
	Course Offered: Elementary Brazilian Portuguese (Two quarters for persons with French or Spanish background. May be applied to a Spanish major.)				
Butler U.	yes			no*	
	*Not in immediate future. Beginning Portuguese used to be offered.				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
INDIANA (con'd)					
DePauw U.	yes				
	Course Offered: Elementary Portuguese				
Hanover C.	yes*	1 term%			no
	*It is assumed the answer is yes, but no such case has yet occurred.				
	%One term of Portuguese language and literature is offered as part of the Spanish major. Students are introduced as rapidly as possible to the basic structure of the language and then start reading. Readings in English are also assigned to extend cultural background. It is felt that the results justify the value of this procedure.				
	Courses Offered: Elementary Portuguese Introduction to Literature and Culture through readings in Portuguese and English				
Indiana S. U.	No Portuguese offered in Fall of 1968.				
Indiana U.	yes	4 yrs.- BA, MA & PhD minors	yes - PhD maj.		?
Notre Dame, U. of	yes	1 yr., (6 hrs. a wk.)	? - BA	yes	no
Purdue U.	yes	2 yrs.	yes-BA, MA & PhD minors		no
Wabash C.	no*			no#	no%
	*There is no way of giving a waiver test. A proficiency exam will be administered. (con'd)				

STATE AND INSTITUTION	2 years accepted as FL require-ment for admission	courses and/or degrees offered	expect to ex-pand present program	expect to teach Port. in future	study abroad
INDIANA (con'd)					
Wabash C. (con'd)	#Supervised independent study in Portuguese language is permitted. A native informant and tapes are used in the study. %It is hoped that study abroad can be offered through the G.L.C.A.				
IOWA					
Drake U.	no			no	
Iowa S. U.	NLR			yes-perhaps	
Iowa, U. of	yes - 2, 3 or 4 yrs.*	BA major & minor			no
	*A proficiency examination will be administered.				
	Courses Offered: First, Second, Third and Fourth-Semester Portuguese Fifth and Sixth-Semester Composition and Conversation Special Independent Work (undergraduate) Introduction to Brazilian Literature Introduction to Portuguese Literature Modern Brazilian Fiction Modern Portuguese Fiction Intensive Portuguese for Graduate Students Brazilian Civilization Portuguese Civilization Special Independent Work (graduate)				
Northern Iowa, U. of	NLR			no	
KANSAS					
Kansas S. U.	NLR			?	
Kansas, The U. of	yes	BS in Ed. & PhD min.	BA, MA & PhD maj.		? (con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
KANSAS (con'd)					
Kansas, The U. of (con'd)	Courses Offered: Elementary Portuguese Intermediate Portuguese Beginning Portuguese Conversation Advanced Portuguese Conversation Advanced Portuguese Composition Introduction to Luso-Brazilian Literature Special Readings in Luso-Brazilian Literature Survey of Portuguese Literature Contemporary Brazilian Literature Brazilian Culture Brazilian Poetry Brazilian Prose Fiction Portuguese Phonetics				
St. Mary C.	NLR* *No specific requirement for admission. All high schools in the area are advised to guide prospective college students into a modern language for at least 2 years. Portuguese would be among these. Portuguese is no longer offered. It was taught for 3 years to Papal Volunteers (PAVLA) who were preparing to go to Belem, Brazil. Now that a special school has been opened in Belem for them, they go there directly.				
Wichita S. U.	yes			yes	no
KENTUCKY					
Kentucky S. C.	NLR			not in near future	
Kentucky, U. of	yes *It is hoped that Portuguese studies will be instituted within the next two years. It could be a PhD major.			yes*	in future

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
KENTUCKY (con'd)					
Louisville, U. of	NLR		no		no
	Courses Offered: (offered irregularly as needed) Elementary Portuguese (last offered in 1967-68) Intermediate Portuguese (includes reading of representative prose and poetry)				
LOUISIANA					
Louisiana S. U.	yes	MA min., PhD split minor*	yes-MA & PhD minors		no
	*The curriculum does not provide for a minor at the BA level. Courses Offered: Beginning Portuguese Intermediate Portuguese Beginning Portuguese Language and Brazilian Literature (for advanced students who already have a thorough knowledge of Spanish) Graduate Seminar in Old Portuguese Language and Literature Graduate Seminar in Portuguese Literature of the Renaissance Graduate Seminar in Brazilian Literature				
Louisiana S. U. in New Orleans	yes-3 or 4 years*		yes-not until enrollment increases		no
	*As the regulation now stands, a student would have to show that he has third semester college proficiency, either by credit examination or by taking and passing a course at that level. Courses Offered: 1. Elementary Portuguese 6-7. Introductory Portuguese (not for Portuguese majors)				(con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
LOUISIANA (con'd)					
Louisiana S. U. in New Orleans (con'd)	50. Continuing Portuguese I (not for Portuguese majors) 51. Intermediate Portuguese II 52. Intermediate Portuguese I & II 55. Readings in Portuguese and Brazilian Literature At the elementary and intermediate levels of each modern foreign language are provided two distinct sequences, 1-51-52 and 6-7-50-52 which divide in different manners what is essentially the same material. Students intending to major in FL are required to follow the 1-51-52 sequence both in their major language and in their required second language. Other students may, with the approval of their advisor, elect either sequence. No students, however, may switch sequences; once entered, the original sequence must be followed until it merges with the other at course 52.				
Southern U.	Portuguese is not offered at this time.				
Southwestern Louisiana, U. of	yes		yes*	yes	no
	*BA minor at least for Spanish majors. Courses Offered: (These courses are not taught at the same time.) Elementary Portuguese Intermediate Portuguese				
Tulane U.	yes	BA, MA & PhD			yes
	Courses Offered: Independent Studies (Open to superior students. Prerequisite is junior or senior standing and approval of instructor.) Elementary Brazilian Portuguese Intermediate Brazilian Portuguese Advanced Brazilian Portuguese Intensive Advanced Brazilian Portuguese Introduction to the Literature of Portugal Introduction to the Literature of Brazil (con'd)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
LOUISIANA (con'd)					
Tulane U. (con'd)	Cultural Heritage of Brazil Brazilian Literature of the 20th Century Seminar in Brazilian Literature Introduction to Ibero American Dialectology Thesis Dissertation				
MAINE					
Bates C.	yes-2, 3 or 4 yrs.	*		under consideration	under consideration
	*A proficiency examination will be administered if one is available.				
Bowdoin C.	no			no	
Colby C.	yes	3 yrs.	no (?)		
Maine, U. of	yes			no	
MARYLAND					
Maryland, U. of	yes Courses Offered: Elementary Portuguese Intermediate Portuguese				
Notre Dame of Maryland, C. of	no			yes*	
	*Portuguese is not offered now but it is hoped it will be in the future.				
United States Naval Academy	yes*	BS#	no%		no
	*Provided the student can demonstrate, through examination, that he has the knowledge equivalent to 1 year of college work.				
					(con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
MARYLAND (con'd)					
United States Naval Academy (con'd)	#Only BS degree is offered. Students may major or minor in Portuguese. %There is no plan now for this school to offer any degree beyond the bachelor's degree. Courses Offered: (each is a 1 year course) Basic Portuguese Intermediate Portuguese Advanced Portuguese Survey of Portuguese and Brazilian Literature Portuguese and Brazilian Areas and Civilization.				
MASSACHUSETTS					
Boston C.	yes		yes		
	Courses Offered: Undergraduate Year Courses Introduction to Portuguese (Intensive) Conversational Portuguese (Readings primarily of a literary nature) Undergraduate and Graduate Semester Courses Readings in Portuguese Literature Readings in Brazilian Literature Graduate Semester Courses Mediaeval Portuguese (Language and Literature) The Theatre of Gil Vicente The following semester courses are open to undergraduates and graduates Portuguese Literature in Translation Brazilian Literature in Translation				
Boston U.	NLR Portuguese has been dropped temporarily.				
Brandeis U.	yes			yes	
Bristol Community C.	NLR*	junior college%	yes#		no (con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
MASSACHUSETTS (con'd)					
Bristol Community C. (con'd)	*There is no language requirement but high school study of Portuguese is accepted for admission credit, if that study was part of the diploma credit.				
	%Three years of Portuguese are offered, but an associate degree in language is not offered.				
	#The program might be expanded to four years if there are more properly trained entering students with three to four years of high school Portuguese.				
	Courses Offered: Elementary Portuguese Intermediate Portuguese Introduction to Literature				
Emmanuel C.	yes	3 years	yes-BA		yes
Harvard U.	yes*	BA, MA & PhD majors			yes-in Portugal or Brazil
	*A proficiency examination must be passed.				
	Courses and seminars at the undergraduate and graduate levels are offered in Portuguese and Brazilian literature and in Portuguese linguistics. A major in Portuguese and Brazilian literature or linguistics is possible at the BA, MA and PhD levels. Majors must include the study of a second Romance language and literature.				
	Summer Session: Portuguese Language				
Holy Cross, C. of the	no				
Massachusetts Institute of Technology	NLR			no	

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
MASSACHUSETTS (con'd)					
Massachusetts S. C. at Bridgewater	yes		yes-BA	yes	no
	Courses Offered: Elementary Portuguese Intermediate Portuguese				
Massachusetts S. C. at Framingham	yes*				
	*Two to four years of Portuguese are accepted for admission - the minimum is two years. If the student has studied three or four years, he can partially fulfill the college foreign language requirement prior to entering this institution. In this case (three to four years of study) the student must study a foreign language for only one year.				
Massachusetts S. C. at Lowell	no			no*	
	*At present there are not sufficient students interested in studying Portuguese. If enough students, 10 or more, requested it, it would be taught.				
Massachusetts S. C. at Westfield	yes-2 or 3 years			no	
Massachusetts, U. of	yes		yes-BA & MA majors & minors PhD min.		?
	Courses Offered: Elementary Portuguese Intermediate Portuguese Introduction to Portuguese Literature				
Northeastern U.	yes			no	
Simmons C.	NLR*			no	no
	*There is no language requirement for admission but there is for the bachelor's degree in which case Portuguese is accepted.				

<table>
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<tr><td>MASSACHUSETTS (con'd)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Smith C.</td><td>yes</td><td></td><td>yes</td><td></td><td></td></tr>
<tr><td></td><td colspan="5">Courses Offered:
Elementary Portuguese (prerequisite is two years of Spanish)
Masterpieces of Portuguese Literature
Masterpieces of Brazilian Literature
Eca de Queiroz
The Modern Brazilian Novel</td></tr>
<tr><td>Southeastern Massachusetts Technological Institute</td><td>yes</td><td>BA major & minor</td><td>yes</td><td></td><td>yes*</td></tr>
<tr><td></td><td colspan="5">*Students have attended summer courses at the Universities of Lisbon and Coimbra.

Courses Offered:
Elementary Portuguese
Intermediate Portuguese
Composition and Conversation
Culture and Civilization of Portugal
Masterpieces of Portuguese Literature
Masterpieces of Brazilian Literature
Portuguese Literature of the 19th & 20th Centuries
The Classical Period
Culture and Civilization of Brazil

Courses To Be Added: (1969-70)
Advanced Portuguese Grammar and Syntax
Introduction to Linguistics

Summer Session: (10 weeks)
Intensive Elementary Portuguese
Intensive Intermediate Portuguese</td></tr>
<tr><td>Stonehill C.</td><td>yes</td><td></td><td></td><td>no</td><td></td></tr>
<tr><td>Tufts U.</td><td>yes-3 or 4 years</td><td></td><td></td><td>no</td><td></td></tr>
<tr><td>Wellesley C.</td><td>no</td><td></td><td></td><td>no</td><td></td></tr>
<tr><td>Wheaton C.</td><td>no</td><td></td><td></td><td>perhaps</td><td></td></tr>
</table>

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
MASSACHUSETTS (con'd)					
Williams C.	yes-3 years*			yes-but in distant future	no
	*Students are accepted solely on the basis of school records and aptitude tests. It is hoped that a course on the Brazilian Novel in English translation will be offered next year, and that it will arouse enough interest in Portuguese to justify a course in the language.				
MICHIGAN					
Albion C.	no*		yes-to a second year	hope to reinstate	no
	*Portuguese has been dropped, at least temporarily. Portuguese is offered only when a group of 10 or 12 requests it. Course Offered: Elementary Portuguese (This is an intensive course doing almost two years work and open only to students who have had two years of French or Spanish.)				
Hillsdale C.	NLR*	BA min.#	no	as at present	no
	*There is no FL requirement if the necessary major and minor sequences are presented. #Only 2 Spanish majors (advanced) are accepted into Portuguese studies at a time. There is no credit for teaching Portuguese and it is taught on a semi-study plan. Courses Offered: Elementary Portuguese Problems Courses - Advanced (enough to secure a minor)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
MICHIGAN					
Kalamazoo C.	NLR	1 yr.	no*	on a very limited scale	no
	*It is not anticipated that the program will be expanded in the near future. Portuguese is taught only under a special arrangement as part of the Neglected Language Program (NLP) to a few students. Portuguese may fulfill the language requirement for graduation. The instruction is done not as a regular class but with native informants who help the students individually. Students are given recorders, tapes and manual and are tested by outsiders.				
Michigan S. U.	yes	2 years	?	yes-next year	in future*
	*A semester abroad program in Sao Paulo is in the planning stage and if all goes well, a special course in Portuguese for students of Advanced Spanish will be offered so they can go to Brazil. Courses Offered: First Year Portuguese Second Year Portuguese				
Michigan Technological U.	NLR			no	
Michigan, U. of	NLR	2 yrs., graduate courses-MA & PhD minors*	yes - BA		no
	*Portuguese is offered as part of the MA degree in Spanish and the PhD in Romance Languages.				
Northern Michigan U.				no	

STATE AND INSTITUTION	2 years accepted as FL require-ment for admission	courses and/or degrees offered	expect to ex-pand present program	expect to teach Port. in future	study abroad
MICHIGAN (con'd)					
Wayne S. U.	NLR				no
	Courses Offered: Elements of Portuguese (accelerated intro-ductory course) Readings in Modern Portuguese (19th & 20th century literature) Early Portuguese (development of the lan-guage and literature to Camoes)				
Western Michigan U.	yes			no	no
MINNESOTA					
Minnesota, U. of (Duluth)	NLR*			yes	
	*Although there is no language requirement for admission, credit will be granted for three years of high school study of Portu-guese. A proficiency examination will be administered.				
Minnesota, U. of (Minneapolis)	yes	BA*, MA & PhD minors	yes-BA, MA & PhD majors		yes#
	*Combined Portuguese-Spanish major. #Participation in the CIC proposal to es-tablish a junior year in Brazil program by 1970. Courses Offered: Beginning Intensive Portuguese Intermediate Portuguese Composition Conversation Survey of Portuguese and Brazilian Litera-tures Topics in Portuguese Literature (three quarter sequence offered in alternate years and open to advanced undergraduates and graduates) Topics in Brazilian Literature (three quarter sequence offered in alternate years and open to advanced undergraduates and grad-uates)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
MISSISSIPPI					
Mississippi S. U.	yes	number of years depends on demand	yes-BA minor		no
Mississippi, U. of	yes			yes-2 years	in future
Southern Mississippi, U. of				yes-not in immediate future	
MISSOURI					
Missouri, U. of	yes		yes-BA shortly, PhD eventually		no
	Courses Offered: Elementary Portuguese Introduction to Portuguese (Intensive) Portuguese Reading Portuguese Composition Portuguese Conversation Survey of Portuguese Literature Survey of Brazilian Literature				
Missouri at Kansas City, U. of	At present no Portuguese is taught but it is not impossible that it may be introduced within a few years. An MA candidate has satisfied the requirement for reading knowledge of a second Romance language with Portuguese.				
Missouri at St. Louis, U. of	yes			yes	in future in about 4 or 6 years
Missouri Valley C.	yes-3 or 4 years			no	

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
MISSOURI (con'd)					
St. Louis U.	yes*	MA & PhD minors	yes-BA major#		no
	*The number of years accepted depends on the freshman placement test. A proficiency examination will be administered. #St. Louis University is in the process of reconstructing the Undergraduate Curriculum and is seriously considering a Portuguese Area Study Program at the BA level. Courses Offered: Upper-division courses Elementary Portuguese Intermediate Portuguese The Brazilian Short Story The Brazilian Novel (late 19th & 20th century writers) The Novel of Portugal Machado de Assis Portuguese Poetry Camoes: Os Lusiadas Brazilian Poetry Portuguese Drama: Gil Vicente Masterpieces of Literature (Portuguese and Brazilian) Special Study Graduate courses Studies in Medieval Portuguese Literature Studies in Modern Portuguese Literature				
Washington U.	yes	BA, MA & PhD minors	yes-BA, MA & PhD majors		no
	Courses Offered: First Year Portuguese Second Year Portuguese Brazilian Literature Portuguese Literature				
MONTANA					
Montana, U. of	NLR			yes	

<table>
<tr><th>STATE AND INSTITUTION</th><th>2 years accepted as FL require-ment for admission</th><th>courses and/or degrees offered</th><th>expect to ex-pand present program</th><th>expect to teach Port. in future</th><th>study abroad</th></tr>
<tr><td>NEBRASKA</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Nebraska, U. of</td><td></td><td></td><td>yes-BA</td><td></td><td>in future</td></tr>
<tr><td></td><td colspan="5">The University of Nebraska has an Institute for Latin American and International Studies. Among the courses offered are the following which pertain to or are related to Luso-Brazilian Studies:

Courses Offered:
Beginning Portuguese
Second Year Portuguese
Survey of Brazilian Literature
Latin American Civilization
The South American Indian
Latin American Art
Economic Development of Latin America
Regional Geography of Latin America
Cultural Geography of South America
Latin America to 1825
Latin America after 1825
Latin America and the Outside World
History of Brazil
Social Revolution in 20th Century Latin America
Pro-Seminar in Latin American Studies
The World Press
Latin American Government and Politics
The United States and Latin America</td></tr>
<tr><td>Omaha, U. of</td><td></td><td></td><td></td><td>yes-within several years</td><td></td></tr>
<tr><td>NEVADA</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Nevada Southern U.</td><td>yes-4 yrs. or more</td><td></td><td></td><td>yes</td><td></td></tr>
<tr><td>Nevada, U. of</td><td>yes</td><td></td><td>yes*</td><td></td><td></td></tr>
<tr><td></td><td colspan="5">*Further development is being planned with orientation especially toward Brazil. It is expected also that many Spanish majors will henceforth take Portuguese as a second language.

(con'd)</td></tr>
</table>

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
EVADA (con'd)					
Nevada, U. of (con'd)	Course Offered: First Year Portuguese Course To Be Added: (1969-70) Second Year Portuguese				
NEW HAMPSHIRE					
Dartmouth C.	NLR	1 year, occasionally	yes-BA		yes
New Hampshire, U. of	yes				
St. Anselm's C.	yes			no	
NEW JERSEY					
Fairleigh Dickinson U.	yes-3 years*			yes-in 2 years	
	*A proficiency examination will be administered.				
Princeton U.	yes	BA, MA & PhD minors	yes-BA, MA & PhD majors		in future
	Courses Offered: Introductory Portuguese (This is not the usual beginner's or elementary course, for it requires four semesters of Spanish as a prerequisite. The start is an accelerated operation of transferring acquired linguistic skills to Portuguese; the rest is an advanced course, i. e., fourth semester level, in Portuguese grammar and reading.) Readings in Portuguese and Brazilian Literature (Lectures and "preceptorial" discussion groups. This is a sophomore-level or college fifth-semester course; and with increased readings, can serve as an upperclass course for minor in Portuguese.) (con'd)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
W JERSEY (con'd)					
Princeton U. (con'd)	Independent Study (Juniors and Seniors in Spanish, with Portuguese minor, do independent, supervised study in Portuguese or Brazilian literature and write a BA thesis on a Portuguese or Brazilian topic.) Modern Brazilian Literature (graduate level) Luso-Brazilian Literature (graduate level) (To suit the particular interests of students and instructor, a subject for intensive study is chosen from either Portuguese or Brazilian literature, such as the Cancioneiros and the origins of lyric poetry in Galicia and Portugal, the theater of Gil Vicente, Camoes and Os Lusiadas, the fiction of Eca de Queiroz, the poetry of Fernando Pessoa, the novel of the Brazilian Northeast, the recent trends in Brazilian poetry culminating in the concretistas of Sao Paulo. Since the contents of this course change from year to year, it may be taken twice (or three times) by students who plan to write their PhD thesis on Portuguese or Brazilian topics.				
Rutgers - The S. U.	yes	BA minor	yes-MA major		no
	Courses Offered: Elementary Portuguese Modern Portuguese Readings Introduction to Portuguese Style and Literature Brazilian Literature of the Nineteenth and Twentieth Centuries Luso-Brazilian Literature and Society Portuguese Literature from the Middle Ages to the Baroque Honors Preparation - Portuguese Henry Rutgers Honors Project - Portuguese				
Seton Hall U.	yes-2 yrs. or more			no	

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
NEW MEXICO					
New Mexico Highlands U.	NLR			yes-BA minor*	
	*Portuguese is expected to be introduced within 2 years.				
New Mexico S. U.	NLR			no	
New Mexico, U. of	yes	BA, MA & PhD	yes	yes	yes
Western New Mexico U.	no			no	
NEW YORK					
Adelphi U.	yes*			yes	
	*A proficiency examination will be administered.				
Brooklyn C.	yes*	BA minor	no		no
	*The requirement is three years but a student may apply with two and be conditioned in the third year of the language, the condition to be made up in a year. Courses Offered: Elementary Portuguese (1st year) Intermediate Portuguese (2nd year) Readings in Literary Masterpieces (5th semester)				
Canisius C.	no-not at present			no-not in near future	
City C. of New York	yes-2, 3 & 4 years				no*
	*Students study abroad in Portugal as part of the Queens College program.				

(con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
NEW YORK (con'd)					
City C. of New York (con'd)	Courses Offered: Elementary Brazilian Portuguese (includes) an introduction to the geography, history and culture of Brazil) Intermediate Brazilian Portuguese (includes readings from selected masterpieces of Brazilian and Portuguese literature)				
Colgate U.	yes			?	
Columbia U.	yes-3 years*	MA & PhD majors & minors			no
	*A proficiency examination will be administered. Courses Offered: Elementary Portuguese (undergraduate, 2 semesters) Intermediate Portuguese (undergraduate, 2 semesters) Introduction to Portuguese-Brazilian Literature and Culture (undergraduate, 2 semesters) Intermediate Reading Course (1 semester, primarily for graduate students and students in the Latin American Institute) Contemporary Brazilian Literature (graduate, 2 semesters) Contemporary Trends in Portuguese and Brazilian Literature (graduate, 1 semester)				
Columbia U., Teachers C.	yes-3 or 4 years	3 years	no		
Cornell U.	yes*	2 years	yes		yes
	*The admission requirement in FL is 550 or higher. Since no CBAT exists for Portuguese the requirement could be met after having been admitted presumably during the freshman year. Faculty and graduate students are encouraged to do research in Luso-Brazilian Language and Area Studies. (con'd)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
NEW YORK (con'd)					
Cornell U. (con'd)	The appointment of faculty competent in this field is being encouraged, as well as the participation of undergraduates in the junior year abroad programs - including the NYU program in Brazil. Cornell United Religious Work sponsors a combined work-study program for undergraduate and graduate students in Northeastern Brazil. Cornell is a participant in the four-universities program (Harvard, Columbia, Cornell and Illinois) which sends qualified undergraduates to do field work in four Latin American countries, including Brazil, during the summer. Graduate students whose research interests relate to a foreign area are encouraged to travel to that area and learn about it firsthand during the course of their graduate training.				
Elmira C.	yes			yes	
Fordham U.	yes*		yes-BA major		no
	*A placement examination will be administered. Courses Offered: Elementary Portuguese (2 semesters) Intermediate Portuguese (1 semester) Luso-Brazilian Literature Since 1880 (1 semester)				
Hofstra U.	no*			yes-in future	
	*Not accepted because it is not taught here.				
Hunter C.	yes-3 years			no	
Ithaca C.	no			no	

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
NEW YORK (con'd)					
Long Island U. (Southampton C.)	yes*			no	
	*Four years of high school Portuguese will be accepted in fulfillment of the FL requirement for graduation.				
Manhattan C.	yes			not in foreseeable future	
New School For Social Research	N/A - senior college		yes-if called for*		no
	*Beyond 2 years would be either as an elective or on a non-credit basis. Courses Offered: Elementary Portuguese I & II Intermediate Portuguese I (conversation and composition)				
New York U.	yes	BA, MA & PhD majors & minors			yes
	New York University is an Ibero-American Language and Area Center. Courses Offered: (Language and Literature) Elementary Portuguese Intermediate Portuguese Advanced Oral Portuguese and Phonetics History of the Portuguese Language History of Portuguese Literature Generation of Coimbra History of the Brazilian Novel History of Brazilian Poetry The Brazilian Theatre as Literary Form and Social Document The Essay and Literary Criticism in Brazil Guided Individual Reading in Portuguese and Brazilian Literature (con'd)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
NEW YORK (con'd)					
New York U. (con'd)	Great Figures of Portuguese Literature Machado de Assis History of Brazilian Literature Medieval Galician-Portuguese Poetry Gil Vicente and the Development of Peninsular Drama Camoes and the Portuguese Renaissance Nineteenth & Twentieth-Century Portuguese Poetry Eca de Queiroz Research (Area Studies) Portuguese Expansion and Colonial Brazil: 1400-1822 Ibero-America from Colonial Beginnings to 1700 Ibero-America from 1700 to Independence The History of Argentina The Growth of Brazilian Civilization: 1500-1807 The Growth of Brazilian Civilization: 1807 to the Present Modern and Contemporary Brazil Since 1789 Brazil Under the Empire: 1807-1889 Republican Latin America Social and Economic History of Ibero-America in the Nineteenth & Twentieth Centuries Seminar in Ibero-America Seminar in Brazil Theories of Social Change in the Ibero-American World Field Research Techniques in the Ibero-American World Peoples of Latin America Brazil and the Latin American Economy Latin American Political Thought Comparative Political Systems and Development II Government and Politics of Spain and Portugal Latin American Politics Modern Spain: 1808 to the Present Spanish Political and Legal Theory Research Summer Session: (8 weeks) Intensive Elementary Portuguese Intensive Intermediate Portuguese Portuguese and Brazilian Literature				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
NEW YORK (con'd)					
Queens C. of the C. U. of New York	yes*	BA, MA & PhD majors & minors	yes		yes
	*For partial fulfillment, but require Portuguese 5 to complete.				
	Courses Offered: (Undergraduate) Elementary Portuguese Intermediate Portuguese I & II Readings in Luso-Brazilian Literature Readings in Classical Portuguese Literature Great Figures in Brazilian Literature Advanced Conversation, Phonetics, and Diction Advanced Grammar, Composition, and Translation The Great Poets of Portugal Medieval and Renaissance Portuguese Literature Camoes and the Lusiads Brazilian Literature from its Origins to the End of Romanticism Brazilian Literature of the Nineteenth and Twentieth Centuries Machado de Assis and the Modern Novel Contemporary Poetry of Brazil Brazilian Civilization Portuguese Literature of the Nineteenth and Twentieth Centuries The Romantic Movement in Portugal Camilo Castelo Branco and Eca de Queiroz Portuguese Civilization Seminar Special Problems History of the Portuguese Language (PhD Program) History of the Portuguese Language Portuguese Poetry of the Sixteenth and Seventeenth Centuries The Age of Enlightenment in Portugal The Romantic Revolt in Portugal Camilo Castelo Branco and the Novel T Generation of Coimbra Eca de Queiroz and the Realistic Novel Portuguese Poetry of the Nineteenth and Twentieth Centuries History of the Portuguese Theater				(con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
NEW YORK (con'd)					
Queens C. of the C. U. of New York (con'd)		The Brazilian Romantic Movement Brazilian Literature from Colonial Times to the End of the Eighteenth Century The Indianist Movement in Brazilian Literature Machado de Assis and the Novel The Modernista Movement in Brazilian Letters Portuguese Prose of the Sixteenth and Seventeenth Centuries Contemporary Trends in Brazilian Literature Portuguese Stylistics Advanced Phonetics Old Portuguese and Reading of Medieval Texts Medieval Galician-Portuguese Poetry The Medieval Chroniclers Portuguese Medieval Prose Gil Vicente and the Peninsular Theater The Literature of Portuguese Expansion Camoes and the Portuguese Renaissance Francisco Manuel de Melo Almeida Garrett Alexandre Herculano Fernando Pessoa and Contemporary Poetry Brazilian Poetry of the Nineteenth and Twentieth Centuries (Seminars) Methodology and Selected Literary Problems Studies in Old Portuguese Studies in Medieval Portuguese Literature Studies in Portuguese Renaissance Literature Studies in the Romantic Movement in Portugal Studies in Modern Portuguese Literature Studies in Early Brazilian Literature Studies in Nineteenth Century Brazilian Literature Studies in Contemporary Brazilian Literature Summer Session: (10 weeks) Intensive Elementary Portuguese Intensive Intermediate Portuguese Intensive Advanced Portuguese			
Rochester, U. of	yes	Portuguese is no longer offered.			

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
NEW YORK (con'd)					
St. Bonaventure U.	no			no	
St. Francis C.	yes		no		yes
	Courses Offered: Elementary Portuguese Intermediate Portuguese				
St. Lawrence U.	yes			no	
S. U. C. at Buffalo	NLR			yes	in future
	A one-summer study abroad program is planned in Brazil.				
S. U. C. at New Paltz	NLR*		according to demand		yes#
	*No language requirement for admission but 4 years of high school Portuguese will satisfy the requirement for graduation. #Interested students are encouraged to join reputable groups. Courses Offered: Elementary Portuguese (10 semester credits) Intermediate Portuguese (4 semester credits) Introduction to the Literature of Portugal (3 semester credits) Introduction to the Literature of Brazil (3 semester credits)				
S. U. of New York at Albany	yes-2 or 3 years		yes		no-not contemplated at present
	Courses Offered: First-Year Portuguese Second-Year Portuguese Third-Year Portuguese				

<table>
<tr><th>STATE AND INSTITUTION</th><th>2 years accepted as FL requirement for admission</th><th>courses and/or degrees offered</th><th>expect to expand present program</th><th>expect to teach Port. in future</th><th>study abroad</th></tr>
<tr><td>NEW YORK (con'd)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>S. U. of New York at Buffalo</td><td>NLR*</td><td></td><td>yes-BA maj. and minor</td><td></td><td>no</td></tr>
<tr><td></td><td colspan="5">*If asked for a recommendation in the case of any applicant offering high school Portuguese for entrance, the Department Chairman would recommend accepting it. The applicant would be placed after an interview.

Courses Offered:
Elementary Portuguese
Intermediate Portuguese
Introduction to Luso-Brazilian Literature

Because of the proximity of the large Portuguese Community in Toronto, Canada, Portuguese classes at SUNY schedule field trips to coincide with community cultural activities.</td></tr>
<tr><td>S. U. of New York at Stony Brook</td><td>NLR*</td><td>2 years</td><td>yes</td><td></td><td>in future, in Brazil#</td></tr>
<tr><td></td><td colspan="5">*No language requirement for admission but 4 years of high school Portuguese or 2 yrs. of college Portuguese will satisfy the requirement for graduation.

#Brazilian History is a field of specialization in History on the Graduate level and this is what maintains the Portuguese program at SUNY at Stony Brook.

Courses Offered:
Elementary Portuguese
Intermediate Portuguese</td></tr>
<tr><td>Syracuse U.</td><td>yes</td><td>2 yrs., literature</td><td>yes</td><td>yes</td><td>in future</td></tr>
<tr><td>U. S. Military Academy</td><td>NLR*</td><td>no degrees in Port.#</td><td></td><td></td><td>yes%

(con'd)</td></tr>
</table>

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
NEW YORK (con'd)					
U. S. Military Academy (con'd)	*No foreign language is required for admission to the Military Academy. Two years minimum study of one foreign language is required for graduation. Prior study of a foreign language will not exempt a cadet from the FL requirement. If a cadet enters with 2 years study of Portuguese, for example, he may be permitted to enter one of the advanced courses in that language or he may elect to study another language. #There is no "major" subject at the Military Academy. All graduating cadets receive a BS. %Study abroad is offered only to prospective instructors, in Rio de Janeiro. Courses Offered: Elementary Portuguese Intermediate Portuguese Portuguese Language Through Literature (elective) Individual Reading and Research Projects in Portuguese (elective)				
Utica C.	NLR			perhaps in 3 or 4 years	
Vassar C.	yes			yes-probably*	
	*One year of Portuguese was offered under a special grant some years ago.				
Yeshiva U.	yes			no	
NORTH CAROLINA					
Duke U.	yes	1 yr. intensive			no

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
NORTH CAROLINA (con'd)					
North Carolina S. U.	NLR			no*	
	*Not in foreseeable future for lack of demand, but it will be taught if demand develops.				
North Carolina at Chapel Hill, U. of	yes	MA & PhD minor			no
	Courses Offered: Elementary Portuguese (undergraduate) Intermediate Portuguese (undergraduate) Beginning Course for Advanced Students (undergraduate) Masterpieces of Portuguese Literature (advanced undergraduate and graduate) Modern Brazilian Literature (advanced undergraduate and graduate) The Brazilian Novel (advanced undergraduate and graduate) Old Portuguese (graduate) Seminar: (graduate) Brazilian Drama Camoes Special Readings (graduate) Thesis (graduate) Research (graduate)				
North Carolina at Charlotte, U. of	yes-4 years			yes	
North Carolina at Greensboro, U. of	yes*			yes-would like to	
	*Two, three or four years is accepted.				
NORTH DAKOTA					
North Dakota S. U.	yes			no	
North Dakota, U. of	NLR			perhaps	

N

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
OHIO					
Antioch C.	NLR*	BA min.	yes-literature		in future#
	*Four years of high school study will be accepted. A proficiency exam will be administered. #In the Antioch Education Abroad Program, attempts are being made to make arrangements for individual students to study in Brazilian universities. As a result, it is hoped that more Antioch students will be stimulated to consider Brazil as a possibility for their study and, possibly, work quarters. Although, at this moment, there is no proposed study program, it is entirely possible that with the growing interest in the language on campus, a structured plan of study will be developed in the future. Courses Offered: Portuguese I (essentials of grammar; practice in reading, speaking and writing) Portuguese II (advanced grammar; increased emphasis on composition and conversation) Portuguese III (conducted in Portuguese - a systematic review of grammar based on the text used by the Brazilian Government for senior language courses in the secondary schools; lectures on Brazilian civilization and literary history; reading of contemporary Brazilian drama; composition based on tapes covering a wide range of subjects; (Independent Study).				
Cincinnati, U. of	yes*				no
	*A proficiency examination will be administered. Courses Offered: Elementary Portuguese Intermediate Portuguese Survey of Brazilian Literature				
Dayton, U. of	yes-2, 3 or 4 yrs.			yes	no

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
OHIO (con'd)					
John Carroll U.	NLR			yes	
Kent S. U.	NLR*		yes-BA min.#		perhaps in future
	*Although there is no FL requirement for admission, students with secondary school preparation in Portuguese would certainly be accepted. Courses Offered: Elementary Portuguese (4 quarter hours) Elementary Portuguese (4 quarter hours) Intermediate Portuguese (4 quarter hours) Intermediate Portuguese (3 quarter hours) Intermediate Portuguese (3 quarter hours) Courses To Be Added: (hopefully in Sept.)# Composition & Conversation (5 quarter hrs.) Luso-Brazilian Civilization " Brazilian Literature (early) " Brazilian Literature (late) " Applied Portuguese Linguistics " Individual Investigation (3 - 5 quarter hrs.)				
Miami U.	yes	BA maj. & min.			in future*
	*In 1967 and 1968, 20 American students went to study for five weeks at the Universaidade do Parana. Following their study period, they traveled in Sao Paulo and Rio de Janeiro. This program got its start under the impetus of the Ohio-Parana Partners of the Alliance Committee. Miami University hosted 20 Brazilian students from the State of Parana. It is hoped that this reciprocal exchange arrangement will continue. Courses Offered: First Year Portuguese Second Year Portuguese Portuguese Grammar Review and Conversation Portuguese and Brazilian Literature Undergraduate Research in Portuguese				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
OHIO (con'd)					
Oberlin C.	yes-in theory, 3 yrs.			yes-perhaps	
Ohio Northern U.	yes - 4 years			no	
Ohio, S. U., The	yes-3 years*		yes-BA maj., MA min.		in future
	*A proficiency examination will be administered. Courses Offered: Elementary Portuguese Intermediate Portuguese Minor Problems in Portuguese Introduction to Modern Luso-Brazilian Literature (transition course to upper-division work) Summer Session: Intensive Portuguese				
Ohio U.	yes		yes*		
	Courses Offered: First-Year Portuguese Second-Year Portuguese Course To Be Added: *Third-Year Portuguese				
Ohio Wesleyan U.	yes*			very uncertain, possible in future	
	*A proficiency examination will be administered.				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
OHIO (con'd)					
Our Lady of Cincinnati C.	yes		?	?	?
	In 1964-1965, a course in Beginning Portuguese was offered on Saturday. There was difficulty in finding a teacher. The object was to prepare "Volunteers for Latin America" (PAVLA). The students were principally religious.				
Western Reserve U.				yes	
Youngstown S. U.	no			yes	
OKLAHOMA					
East Central S. C.	NLR			no	
Oklahoma City U.	yes-3 years			no	
Oklahoma S. U.	yes*			no	no
	*A proficiency examination will be administered.				
Oklahoma, The U. of	yes-4 years*			no	
	*A proficiency examination will be administered.				
OREGON					
Oregon, U. of	yes	BA min.*			
	*Portuguese is accepted as a minor for the BA major in Romance Languages. Any Portuguese credits count toward the completion of the Spanish major for PhD Romance Language majors. Courses Offered: Portuguese and Brazilian Literature (RL 471,				(con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
OREGON (con'd)					
Oregon, U. of (con'd)	472, 473 - for upper division and graduate students in Romance Languages.) Brazilian Novel (RL 474, 475, 476) Advanced Portuguese Language Readings in Portuguese or Brazilian Literature and Language (for independent study) RL 505 Seminar (this title can change each year. In 1967-1968 it dealt with Modern Brazilian Literature, the novel one term and poetry the other.) RL 507				
Pacific U.	yes			yes, hopefully	
Portland S. C.	yes		yes-BA major		yes*
	*An exchange-program with Brazil has been initiated. Two students from this college are in Belo Horizonte, Brazil and two Brazilian students are attending Portland State College. Attempts are being made to extend this program to a greater number of students for 1969. Courses Offered: First-Year Portuguese Second-Year Portuguese Portuguese Composition and Conversation (on the 2nd year level) Survey of Brazilian Literature (3rd year) Survey of Portuguese Literature (3rd year)				
Portland, U. of	yes-4 years			no	
PENNSYLVANIA					
Bryn Mawr C.	yes*			no	
	*A proficiency examination will be administered. No fixed number of years required. Passing the proficiency examination would be the chief requirement.				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
PENNSYLVANIA					
Bucknell U.	NLR*			no	
	*Portuguese on a student's high school record is welcomed but there is no formal entrance requirement in foreign language.				
Carnegie-Mellon U.	yes - 4 years			no	
Chatham C.	yes-4 years				no
	Courses Offered: Beginning Portuguese (Intensive and accelerated course in Basic Brazilian Portuguese including readings in the Brazilian short story of the 19th and 20th centuries; development of Brazilian prose fiction and poetry with special emphasis on the Modernista Movement and its influence on the development of the novel and lyric.)				
Duquesne U.	no			yes	
Indiana U. of Pennsylvania	NLR*		not in near future		no
	*There is no general requirement for entrance but Portuguese would be accepted as an entrance requirement. Course Offered: Accelerated Portuguese (1 year course)				
Lehigh U.	yes	BA for Careers Majors only	no		no
	Course Offered: Elementary Portuguese				

STATE AND INSTITUTION	2 years accepted as FL require- ment for admission	courses and/or degrees offered	expect to ex- pand present program	expect to teach Port. in future	study abroad
PENNSYLVANIA					
Lincoln U.	yes-4 years				no
	Courses Offered: Elementary Portuguese Intermediate Portuguese				
Pennsylvania S. U.	yes	2 years	yes-BA		?
	*In addition, there is a survey course in Brazilian Literature, mainly for under- graduate mejors in Latin American Studies, and a sequence of two graduate courses in Portuguese or Brazilian Literature.				
Pennsylvania, U. of				no*	
	*No plan for reintroducing the teaching of Portuguese in the near future is yet under discussion.				
Pittsburgh, U. of	yes-4 years	BA min.#	yes-BA major		no
	*An entrance examination is required of all students in order to place them at the pro- per level.				
	#Offered as part of the Center for Latin American Studies Program.				
	Courses Offered: Intensive Introduction to Portuguese Readings in Portuguese				
St. Joseph's C.	yes			no*	
	*Portuguese is no longer taught here and there is no intention of reinstating it.				
Swarthmore C.	yes-4 years*			no	
	*And an adequate proficiency score.				

STATE AND INSTITUTION	2 years accepted as FL require-ment for admission	courses and/or degrees offered	expect to ex-pand present program	expect to teach Port. in future	study abroad
PENNSYLVANIA (con'd)					
Temple U.	yes	BA maj., MA min.	yes		yes#
	#A substantial increase in Portuguese enrollments is expected, hopefully geared to a projected student summer seminar in 1970 in Brazil. Courses Offered: (*offered this year) *Elements of Portuguese (2 semesters) *Intermediate Portuguese (2 semesters) *Composition and Conversation *Portuguese and Brazilian Culture and Civilization *Modern Brazilian Poetry Reading in Portuguese Reading in Brazilian Literature Survey of Brazilian Literature The Brazilian Novel Contemporary Portuguese and Brazilian Literature The Brazilian Theatre The Brazilian Short Story				
Villanova U.	yes			yes	
West Chester S. C.	NLR			yes*	
	*Portuguese will be required of majors in the newly-instituted Latin-American Studies Program.				
PUERTO RICO					
Catholic U.				?*	
	*There is a possibility of the University offering in the future a major in Latin-American Studies, and if so, Portuguese will probably be introduced. At present it is not possible to say.				
Inter American U.	NLR*			no*	
	*Because of its location in Puerto Rico, attempts are made to see to it that all (con'd)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
PUERTO RICO (con'd)					
Inter American U. (con'd)	students are made functionally bilingual in English and Spanish (that is, able to take courses of study in either language). This in a sense inhibits the establishing of additional language requirements except as may be needed by specific departments. For example, science majors require two years of French or German and Spanish majors must take a year of Latin. No other languages are offered or are contemplated at the present time.				
Puerto Rico, U. of	yes*		not in near future		no
	*Three years each of high school Spanish and English are required for admission. French and other foreign languages are accepted as electives (a minimum of 2 years each). Courses Offered: Elementary Portuguese Intermediate Portuguese				
RHODE ISLAND					
Barrington C.	yes			no	
Brown U.	no*	1 year	yes#		
	*It is likely that it will soon be possible to offer Portuguese to meet the foreign language requirement for admission. #There will be a gradual expansion of Portuguese offerings in the next few years. It is envisaged that eventually a Portuguese minor within a concentration program in the Department of Spanish and Italian will be offered as well as work on the graduate level. As the program develops, Brown University will be most interested in receiving applicants for admission from students with background in Portuguese and a particular interest in pursuing the (con'd)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
RHODE ISLAND (con'd)					
Brown U. (con'd)	study of Portuguese language, literature and culture. Course Offered: Portuguese I-II				
Providence C.	yes			?*	
	*Discussions to this end are in progress now.				
Rhode Island C.	yes	1 year			
	When enrollment is sufficient, intermediate Portuguese is offered. It has been offered on two occasions. In 1964-1965, no course in high school Portuguese satisfied the entrance requirement. When it is given, it is accepted as the required course in intermediate language in the General Education Curriculum.				
Rhode Island, U. of	yes			no	
Roger Williams C.	NLR				
Salve Regina C.	yes			no	
	A Portuguese Cultural Center has been inaugurated at Salve Regina College.				
SOUTH CAROLINA					
Citadel, The	no		no		no
	Courses Offered: Elementary Portuguese Intermediate Portuguese				
South Carolina S. C.	no			yes	?

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
SOUTH CAROLINA (con'd)					
South Carolina, U. of	NLR			yes*	
	*The teaching of Portuguese is expected to be initiated for the Fall semester, 1970, in conjunction with the institution of a Latin-American Area Study Program which is now in the planning stages.				
SOUTH DAKOTA					
South Dakota S. U.	yes-3 years			no	
South Dakota, U. of	yes			no	
TENNESSEE					
Memphis S. U.	yes		yes-BA minor		no
	Course Offered: First Year Portuguese Courses To Be Added: Second Year Portuguese (Fall, 1969) Survey of Brazilian Literature (when demand develops)				
South, U. of the	yes			no*	
	*The budget will not permit the introduction of another language.				
Southwestern at Memphis	yes*				no#
	*Two, three or four years will be accepted. A proficiency examination will be administered. #Students will be encouraged to participate in such programs offered by other institutions. Course Offered: Introduction to Brazilian Portuguese (con'd)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
TENNESSEE (con'd)					
Southwestern at Memphis (con'd)	(3 semester hour course for language majors and other qualified students)				
Tennessee A & I S. U.	NLR			yes	
Tennessee, U. of	yes	2 years	yes-BA, MA & 3rd yr. survey course in 1969		in future
Vanderbilt U.	yes	BA, MA, PhD min.	yes-PhD major		no
	Courses Offered: Intensive Portuguese Elementary Portuguese Intermediate Portuguese Conversation and Composition Culture and Civilization Renaissance Theatre in Portugal Fernando Pessoa Modern Portuguese Literature Survey of Modern Brazilian Literature 19th Century Brazilian Poetry Independent Study Master's Thesis Research				
	Title XI NDEA Summer Institute in Portuguese Seven weeks duration. Open to elementary and high school teachers of Portuguese, to native speakers of Portuguese currently teaching other subjects and to qualified Spanish teachers who will return to their schools to teach Portuguese.				
TEXAS					
Alvin Junior C.	NLR		yes-to 2 years		yes
	Course Offered: Beginner's Portuguese (153/163)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
TEXAS (con'd)					
Baylor U.	NLR	1 year	yes*		no
	*With the program in Latin American Studies.				
	Course Offered: Portuguese 101, 102 (First year, offered on demand.)				
Dallas, U. of	yes			no	
East Texas S. U.	yes-4 years			yes-Fall, 1969	
Houston, U. of	yes		yes-BA major		in future
	Courses Offered: Elementary Portuguese Intermediate Portuguese Masterpieces of Portuguese Literature Masterpieces of Brazilian Literature (a survey of the development of Brazilian letters with special attention to Machado de Assis)				
North Texas S. U.	no			yes-not in immediate future	
Rice U.	yes		yes		in future, in Brazil
	Courses Offered: First-Year Portuguese Second-Year Portuguese (includes an introduction to the main currents of Portuguese literature)				
St. Edward's U.	yes-2, 3 or 4 yrs.			yes-in a few yrs.	in future in a few years

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
TEXAS					
Southwestern U.	yes-4 years			no	
Texas A & M U.	NLR			yes-12 semester hours	
Texas Christian U.	NLR				no
	Courses Offered: First Year College Portuguese Second Year College Portuguese (includes the reading of a number of stories and plays in and out of class; for students who have had 2 years of high school Portuguese or one year of college work) History of Brazil (political and economic history) Cultural and Intellectual History of Portuguese America (literature, art, music and thought)				
Texas Southern U.	NLR			yes-hopefully	
Texas Technological C.	NLR*	BA, MA & PhD minors	yes-BA major		no
	*Students with 2 years of high school Portuguese would enter the second year of college Portuguese. Courses Offered: A Beginning Course in Portuguese A Second Course in Portuguese Individual Studies in Portuguese and Brazilian Language and Literature Readings in Portuguese and Brazilian Language and Literature I & II Research in Portuguese (graduate level)				
Texas, The U. of	yes	BA, MA majors, PhD min.* PhD maj.			yes (con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
TEXAS (con'd)					
Texas, The U. of (con'd)	*In the Institute of Latin American Studies. The University of Texas is a Language and Area Center for Latin American Studies. The following are offered in the Portuguese Section: Courses Offered: Beginner's Portuguese Intermediate Portuguese Accelerated First Year Portuguese Oral Expression, Readings and Composition Accelerated Second Year Portuguese Practical Phonetics Luso-Brazilian Civilization and Culture Introduction to Brazilian Literature Introduction to Portuguese Literature Syntax and Stylistics Luso-Brazilian Literature (may be repeated for credit when the topics vary): Survey of Portuguese Literature XIX Portuguese Novel Contemporary Portuguese Literature Survey of Brazilian Literature XIX Brazilian Novel Contemporary Brazilian Literature Studies in Brazilian Literature (graduate course given every semester with a different topic, may be repeated for credit when topics vary): Modernismo XIX Century Brazilian Novel Machado de Assis Novel of the Northeast Comparative Studies in Brazilian and Hispanic American Literature Studies in Portuguese Literature (may be repeated for credit when topics vary): Camoes: The Epic and the Lyric XIX Century Portuguese Literature: Eca de Queiroz, Fernando Pessoa and the Portuguese Modernism Comparative Romance Linguistics (topics may be repeated for credit when the subject varies): Estructura do Portugues e Estudos Sincronicos Historic Portuguese Linguistics Conference Course in Portuguese and Brazilian Language and Literature (con'd)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
TEXAS (con'd)					
Texas, The U. of (con'd)	Summer Session: (8 weeks) Intensive Intermediate Portuguese Linguistics Literature Culture				
Texas at Arlington, The U. of	NLR		yes*	yes-BA minor	perhaps in future
	*Major program, when justifiable. Courses Offered: Beginning Portuguese (with 2 hours obligatory lab practice) Intermediate Portuguese (with 2 hours obligatory lab practice) Laboratory Practice Course (optional, but to accompany Reading and Composition) Reading and Composition Six Hours at junior level (to allow a minor)				
Trinity U.	yes			yes	
West Texas S. U.	NLR			no	
UTAH					
Brigham Young U.	NLR*	BA, MA maj. & min., PhD minor	yes		no
	*High school Portuguese will be accepted as a basis for advanced placement and also to count towards the language requirement for graduation. Courses Offered: First-Year Portuguese Intermediate Portuguese Reading and Conversation Intermediate Conversation, Reading and Writing Third-Year Grammar and Composition Survey of Brazilian Literature I, II (con'd)				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
UTAH (con'd)					
Brigham Young U. (con'd)	Iberian and Ibero-American Civilization Individual Study in Portuguese Romance Philology History of the Portuguese Language Machado de Assis O Modernismo Portuguese Composition Introduction to Portuguese Literature Contemporary Portuguese Literature Brazilian Literature Contemporary Brazilian Literature Directed Readings Seminar in Philology Seminar in Literature Thesis for Master's Degree				
Utah S. U.	yes	BA min.	yes		no
	Courses Offered: Elementary Portuguese (1, 2, 3) Intermediate Portuguese (4, 5, 6) Readings and Conference (199) Course To Be Added: (Proposed to Curriculum Committee for addition in 1969-70) Introduction to Luso-Brazilian Civilization and Literature (116, 117, 118)				
Utah, U. of	NLR	1 yr., graduate courses	no		no
VERMONT					
Middlebury C.	yes			perhaps	
Norwich U.	yes				
Vermont, U. of	no			no	
Windham C.	NLR			yes*	
	*In a Summer Institute of Critical Languages.				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
VIRGINIA					
Mary Washington C. of the U. of Virginia	yes		yes*		no#
	*Possibly later. At present useful only as a related field. #This college has no study-abroad program of its own but readily recognizes credits made under a good one under some other institution. Courses Offered: Beginning Portuguese (for students with fewer than 2 units in high school Portuguese) Intermediate Portuguese (for students with 2 or 3 units in high school Portuguese) This is a review of grammar, reading and discussion of modern Brazilian literature and conversation.				
Richmond C.	yes*			yes-BA minor%	
	*According to the general statement in the catalogue. %They want to, but it depends on a variety of circumstances.				
Richmond Professional Institute	yes				
Virginia Polytechnic Institute	yes-4 years			yes	in future
Virginia, U. of	yes	2 years	yes-3 years, BA		no
Westhampton C.	no			no	
William and Mary, C. of	NLR			yes-not in immediate future	

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
WASHINGTON					
Gonzaga U.	yes			no	
Washington S. U.	yes			no	
Washington, U. of	yes	BA maj. in theory MA min.	yes-BA & MA maj.		in future possibly
	Courses Offered: Elementary Portuguese Intermediate Portuguese Advanced Syntax and Composition Introduction to Brazilian Literature Portuguese Phonetics History of the Portuguese Language Survey of Luso-Brazilian Literature (offered 1964-65 and alternate years) Portuguese and Brazilian Prose Fiction From 1800 to Date (offered 1965-66 and alternate years) Individual Readings				
WEST VIRGINIA					
West Virginia U.	NLR			yes	
WISCONSIN					
Marquette U.	yes			no*	
	*Not in current plans but there is no objection thereto of a strong nature. Portuguese is taught only to Peace Corps Volunteers (summers).				
Wisconsin S. U. (La Crosse)	NLR			no	
Wisconsin S. U. (Platteville)	yes*			no	
	*A proficiency examination will be administered.				

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
WISCONSIN (con'd)					
Wisconsin S. U. (River Falls)	NLR			yes	
Wisconsin S. U. (Stevens Point)	yes-3 years			no	
Wisconsin S. U. (Superior)	yes-4 years			no#	
	*A proficiency examination would be administered if a professional one were available. #Not large enough to support an expanded and comprehensive FL program.				
Wisconsin S. U. (Whitewater)	NLR			yes*	
	*Portuguese is not taught, as yet.				
Wisconsin, The U. of (Madison)	yes	BA, MA & PhD			in future
	The University of Wisconsin is an Ibero-American Language and Area Center. The following courses are offered in the Luso-Brazilian Division: Courses Offered: Anthropology: The Indians of Central and South America Folk Cultures of Latin America Art History: Latin American Art Commerce: International Operations (Latin America) Economics: Economic Problems of Latin America National Economic Development in Latin America International Trade Economic Problems of Underdeveloped Areas Seminar in International Economics (when dealing with a Brazilian subject) Geography: Historical Geography of Latin America Geography of South America				(con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
WISCONSIN (con'd.					
Wisconsin, The U. of (Madison) (con'd)		Africa, Topical Analysis Africa, Regional Analysis Latin America (when dealing with a brazilian theme) Seminar on Latin America (when dealing with a Brazilian theme) History: History of Spain and Portugal Latin American History to 1825 Latin American History Since 1825 History of Brazil History of Africa to 1880 History of Africa Since 1880 History of West Africa History of East and Central Africa The Expansion of Europe to 1815 Seminar in Latin American History Seminar in Comparative Tropical History (when dealing with problems concerning Brazil of Portuguese Africa) Music: Hispanic Music Ibero-American Music Linguistics:(primarily for Portuguese language majors) Introduction to Linguistics Phonemics Morphology Syntax Linguistic Geography Field Methods: Phonology Field Methods: Morphology and Syntax Language and Culture Political Science: Latin American Politics Latin American International Relations Politics of Underdeveloped Areas African Politics Comparative Politics of Developing Nations Seminar in Comparative Politics: Developing Nations Seminar in Latin American Government, Politics and International Relations Language: First Semester Portuguese Second Semester Portuguese Third Semester Portuguese Fourth Semester Portuguese Second Year Conversation Third Year Conversation and Composition			

(con'd)

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
WISCONSIN (con'd)					
Wisconsin, U. of (Madison) (con'd)		Intensive Portuguese (only for graduate students in Spanish) Fourth Year Conversation and Composition Advanced Composition and Conversation Advanced Portuguese Linguistics Advanced Composition Historical Grammar of Portuguese Phonetics Seminar in the Portuguese Language Civilization: Portuguese Civilization Brazilian Civilization Historical and Cultural Traditions of Portugal Historical and Cultural Traditions of Brazil Brazilian Folk Traditions Literature: Elementary Survey of Portuguese Literature Elementary Survey of Brazilian Literature Advanced Survey of Portuguese Literature Advanced Survey of Brazilian Literature Literature of South Brazil Brazilian Essay Contemporary Portuguese Literature Contemporary Brazilian Literature Modern Brazilian Novel Critica Literaria no Brazil Introduction to Literary Research Methods of Textual Criticism Portuguese Bibliography Camoes Seminar in Brazilian Literature Seminar in Portuguese Literature Seminar in Literary Criticism in Brazil Seminar in Portuguese Language Independent Reading for Graduates Thesis Sociology: Social Structure in Rural Latin America Social Problems in Latin America The Industrialization of Latin America Socio-Economic Change in Underdeveloped Areas (when dealing with a Brazilian theme) Summer Session: (8 weeks) Intensive Elementary Portuguese Intensive Intermediate Portuguese Linguistics Literature Related Subjects			

STATE AND INSTITUTION	2 years accepted as FL requirement for admission	courses and/or degrees offered	expect to expand present program	expect to teach Port. in future	study abroad
WISCONSIN (con'd)					
Wisconsin, U. of (Milwaukee)	yes* - 3 years	BA min.	yes-BA & MA maj., PhD min. (1970)		in future in Brazil
	*No entering freshmen have offered Portuguese as the language required for admission. If such a case should arise, a placement examination would be administered to determine which course the student should enroll for and the number of High School credits to be allowed. Several Peace Corps returnees have enrolled in second year courses without special examination. Courses Offered: First-Year Portuguese Second-Year Portuguese Survey of Portuguese and Brazilian Literature Portuguese for Spanish Majors Independent Reading in Portuguese				
WYOMING					
Wyoming, U. of	yes			eventually, but not in near future	no

INSTITUTION AND LOCATION	ELEMENTARY SCHOOL		JUNIOR AND SENIOR HIGH SCHOOL			
	no. in ea. yr.	total	no. in ea. yr.	prep. & gen.	other	total
BRAZIL						
Associacao Escola Graduada de Sao Paulo Sao Paulo, Brazil						
Grade 1						
Introductory	10					
Unclassified (3 groups)	68					
Grade 2						
Introductory	12					
Intermediate A	25					
Intermediate B	24					
Advanced	20					
Grade 3						
Introductory	18					
Intermediate A	31					
Intermediate B	23					
Advanced	24					
Grade 4						
Introductory	11					
Intermediate A	22					
Intermediate B	22					
Advanced	23					
Grade 5						
Introductory	13					
Intermediate A	21					
Intermediate B	22					
Advanced	20					
Grade 6						
Introductory	11					
Intermediate A	22					
Intermediate B	18					
Advanced	18	478				
Grade 7						
Introductory			17	17		
Intermediate A			15	15		
Intermediate B			22	22		
Advanced A			19	19		
History and Geography of Brazil (in Portuguese)			22	22		
History and Geography of Brazil (in English)			50	50		
Grade 8						
Introductory			8	8		
Intermediate A			13	13		
Intermediate B			21	21		
Advanced A			12	12		
Advanced B			13	13		
Grades 9-12						
Portuguese I			65	65		
Portuguese II			43	43		
Portuguese III			25	25		
Portuguese IV			25	25		(con'd

INSTITUTION AND LOCATION	ELEMENTARY SCHOOL		JUNIOR AND SENIOR HIGH SCHOOL			
	no. in ea. yr.	total	no. in ea. yr.	prep. & gen.	other	total
BRAZIL (con'd)						
Associacao Escola Graduada de Sao Paulo Sao Paulo, Brazil (con'd)						
Grades 9-12 (con'd)						
Portuguese 56			15	15		
Geography of Brazil			55	55		
Brazilian Literature			14	14		454
Escola Americana de Campinas Campinas, Sao Paulo, Brazil						
Adaptacao 1	19					
Adaptacao 2	17					
Adaptacao 3	17					
1o ano	15					
2o ano	17					
3o ano	11					
4o ano	12					
5o ano	3					
6o ano	4	118				
7o ano			7			
8o ano			0			
10o ano			11			18
Escola Americana de Santos Santos, Brazil (U.S.A.*)						
Kindergarten	10*-27					
Grade 1	2*-15					
Grade 2	7*-10					
Grade 3	3*- 3					
Grade 4	3*-12					
Grade 5	2*- 5					
Grade 6	2*- 2	29*-74				
Grade 7			1*-0			
Grade 8			4*-4			5*-4
Escola Americana do Rio de Janeiro Rio de Janeiro, Brazil						
Portuguese I			55	55		
Portuguese II			56	56		
Portuguese III			37	37		
Portuguese IV			27	27		
Lingua Patria IV			23	23		
Lingua Patria V			10	10		
Literatura do Brasil			27	27		(con'd)

INSTITUTION AND LOCATION	ELEMENTARY SCHOOL		JUNIOR AND SENIOR HIGH SCHOOL			
	no. in ea. yr.	total	no. in ea. yr.	prep. & gen.	other	total
BRAZIL (con'd)						
Escola Americana do Rio de Janeiro Rio de Janeiro, Brazil (con'd)						
Geografia do Brasil			41	41		291
Historia do Brasil			15	15		
Escola Pan Americana da Bahia Salvador, Bahia, Brazil						
Grades 1-4						
Portuguese I	12					
Portuguese II	12					
Portuguese III	24					
Portuguese IV	17					
Grades 5-7						
Portuguese I	8					
Portuguese II	11					
Portuguese III	9	93				
Grades 8-12						
Portuguese I			7			
Portuguese II			8			
Portuguese III			7			
Portuguese IV			9			31
Grades 3-12						
Geografia e Historia						
1a etapa-Salvador 33						
2a etapa-Bahia 28						
3a etapa-Brasil 32						
93						
ILLINOIS						
Lake Forest High School Lake Forest, Illinois						
Portuguese I (1 class)			8	8		
Portuguese II (1 class)			4	4		12
MASSACHUSETTS						
B.M.C. Durfee High School Fall River, Massachusetts						
Portuguese I (3 classes)			109	40	69	
Portuguese II (1 class)			41	27	14	
Portuguese III (1 class)			2	2		152

INSTITUTION AND LOCATION	ELEMENTARY SCHOOL		JUNIOR AND SENIOR HIGH SCHOOL			
	no. in ea. yr.	total	no. in ea. yr.	prep. & gen.	other	total
MASSACHUSETTS (con'd)						
Dartmouth High School No. Dartmouth, Massachusetts						
Portuguese I (3 classes)			81	38	43	
Portuguese II (1 class)			27	16	11	
Portuguese III (1 class)			12	8	4	120
Escola Oficial Portuguesa New Bedford, Massachusetts						
1a classe	26					
2a classe	21					
3a classe	9					
4a classe	16					
5a classe	14	86				
Immaculate Conception School New Bedford, Massachusetts						
Grade 7	16	16				
Mount Carmel School New Bedford, Massachusetts						
Kindergarten	30					
Grade 1	38					
Grade 2	38					
Grade 3	40					
Grade 4	35					
Grade 5	36					
Grade 6	37					
Grade 7	37					
Grade 8	38	329				
Mount Saint Mary Academy Fall River, Massachusetts						
Portuguese I			9	9		9
Keith Junior High School New Bedford, Massachusetts						
Portuguese I (2 classes)			36	36		36

INSTITUTION AND LOCATION	ELEMENTARY SCHOOL		JUNIOR AND SENIOR HIGH SCHOOL			
	no. in ea. yr.	total.	no. in ea. yr.	prep. & gen.	other	total
MASSACHUSETTS (con'd)						
New Bedford High School New Bedford, Massachusetts						
Portuguese I (4 classes)			111	44	67	
Portuguese II (6 classes)			142	102	40	
Portuguese III (3 classes)			71	71		
Portuguese IV (2 classes)			34	34		358
Normandin Junior High School New Bedford, Massachusetts						
Portuguese I (1 class)			23	23		23
Roosevelt Junior High School New Bedford, Massachusetts						
Portuguese I (2 classes)			58	58		58
Saint Michael's Elementary Sch. Fall River, Massachusetts						
Grade 6	38					
Grade 7	40					
Grade 8	37	115				
Taunton High School Taunton, Massachusetts						
Portuguese I (5 classes)			108	108		
Portuguese II (3 classes)			50	50		
Portuguese III (2 classes)			37	37		195
OHIO						
Catholic Central Convent H. S. Springfield, Ohio						
Portuguese I			5	4	1	5
RHODE ISLAND						
Bristol High School Bristol, Rhode Island						
Grade 8 Introductory Portuguese			25			(con'd)

INSTITUTION AND LOCATION	ELEMENTARY SCHOOL		JUNIOR AND SENIOR HIGH SCHOOL			
	no. in ea. yr.	total.	no. in ea. yr.	prep. & gen.	other.	total
RHODE ISLAND (con'd)						
Bristol High School Bristol, Rhode Island (con'd)						
Grades 9-12						
Portuguese I			74	74		
Portuguese II			57	57		
Portuguese III			33	33		
Portuguese IV			7	7		196
East Providence Senior H. S. East Providence, Rhode Island						
Portuguese I			27	10	17	
Portuguese II			14	9	5	41
Middletown High School Middletown, Rhode Island						
Portuguese I			15			15
Our Lady of Fatima High School Warren, Rhode Island						
Portuguese I			16	10	6	
Portuguese II			12	10	2	
Portuguese III			4	4		
Portuguese IV			6	5	1	38
Saint Elizabeth's School Bristol, Rhode Island						
Grades 1-8		550				
Saint Francis Xavier School East Providence, Rhode Island						
Grades 1-8		530				
West Senior High School Pawtucket, Rhode Island						
Portuguese I			7			7
TEXAS						
Bowie High School El Paso, Texas						
Portuguese I			32	10	22	32

INSTITUTION AND LOCATION	ELEMENTARY SCHOOL		JUNIOR AND SENIOR HIGH SCHOOL			
	no. in ea. yr.	total	no. in ea. yr.	prep. & gen.	other	total
VIRGINIA						
J.E.B. Stuart High School Falls Church, Virginia						
Portuguese I			13			
Portuguese II			5			18
West Springfield High School Springfield, Virginia						
Portuguese I			18			18
TOTAL ELEMENTARY SCHOOL ENROLLMENT		2344				
TOTAL COLLEGE PREP. AND GENERAL ENROLLMENT				1693		
TOTAL HIGH SCHOOL ENROLLMENT						2132
TOTAL ELEMENTARY SCHOOL ENROLLMENT						2344
TOTAL ELEMENTARY SCHOOL AND HIGH SCHOOL ENROLLMENT						4476

OTHER SCHOOLS REPORTEDLY TEACHING PORTUGUESE
(No information available)

Bellaire High School
Houston, Texas

Fairfax High School
Los Angeles, California

Garaway High School
Sugarcreek, Ohio

Hurricane High School
Hurricane, Utah

Jesus Savior Elementary School
Newport, Rhode Island

Newport Harbor High School
Newport Beach, California

Philadelphia Public Schools (2 schs.)
Philadelphia, Pennsylvania

Somerset High School
Somerset, Massachusetts

W. T. Woodson High School
Fairfax, Virginia

SCHOOLS WHICH HAVE DISCONTINUED THE TEACHING OF PORTUGUESE

Athenian School, The
Danville, California

Baldwin High School
Pittsburgh, Pennsylvania

Espirito Santo School
Fall River, Massachusetts

Manila High School
Manila, Utah

Marcus Elementary School
Marcus, Washington

Redford High School
Detroit, Michigan

Rogers High School
Newport, Rhode Island

St. Edward's High School
Austin, Texas

Tolman High School
Pawtucket, Rhode Island

Wayne High School
Bicknell, Utah

SCHOOLS CONSIDERING INTRODUCING THE TEACHING OF PORTUGUESE

Benjamin N. Cardozo High School Bayside, New York	Hope High School Providence, Rhode Island

NIGHT SCHOOL PORTUGUESE

I. College Level:	Program:	Number:
Brown University Providence, Rhode Island	Elementary Portuguese I & II, 24 sessions, 2 hrs. each	?
California S. C. at Fullerton Fullerton, California	Through established liaisons with neighboring school districts, the evening division continues to direct and teach courses in Portuguese in selected high schools in this part of the state as a part of the adult education programs.	?
Harvard University	Courses in English on the Civilization of Portugal and the Literature of Brazil are offered in the University Extension Program.	?
Long Beach City College Long Beach, California	Conversational Portuguese, 1 night per week	?
Massachusetts State College Bridgewater, Massachusetts	Elementary Portuguese I & II, Intermediate Portuguese I & II, offered in alternate years, 30 sessions, 2½ hrs. each	?
New York University New York, New York	Portuguese I - The basic elements of grammar, pronunciation and simple conversation with some reading and writing. Offered in cooperation with the Brazilian Institute of New York University. 1 3/4 hours per week	50
	Portuguese II - A continuation of Portuguese I with further study of grammar, pronunciation, basic speech patterns, reading and writing. 1 3/4 hours per week	45
	The Brazilian Consulate (Brazilian Government Bureau) has been sponsoring Portuguese classes since 1959. Over 4,500 students have attended to date.	

I. College Level: (con'd)	Program:	Number:
Pasadena City College Pasadena, California	Portuguese I & II	9
Portland State College Portland, Oregon	Portuguese I & II	80
Sierra College Rocklin, California	Beginning Brazilian Portuguese (2 semesters with stress on oral-aural method, some reading and writing - brief discussion of social, political and literary patterns of Brazil, language laboratory usage basic to course)	
Southeastern Massachusetts Technological Institute No. Dartmouth, Massachusetts	Elem. Port I & II - Essentials of aural-oral method, reading and writing usage of the total language with intensive drilling on pronunciation, intonation and grammar. 1¼ hrs. per night, 2 nights per week.	13
	Intermediate Portuguese I & II, Review of grammar with composition and aural-oral practice. Introduction to Portuguese and Brazilian culture and civilization through intensive and extensive reading. 1¼ hrs. per night, 2 nights per week.	12
	The Classical Period (1st semester) - The literary works of the great national period of Portugal. Emphasis on the Lusiads, the classic theatre, lyric poetry, and the literature of discovery. (in Portuguese)	9
	Culture and Civilization of Portugal (2nd semester) - Introduction to the cultural development of the Portuguese people throughout history. Lectures, class discussions, written and oral reports on the significant aspects of Portuguese literary, social and artistic life. (in Portuguese) 1¼ hrs. per night, 2 nights per week.	6
	Most literature courses are being rescheduled to the late afternoon to accomodate night school students.	
Southern California, U. of Los Angeles, California	Portuguese I & II (4 or 5 classes each semester)	80

I. College Level: (con'd)	Program:	Number:
Vanderbilt University Nashville, Tennessee	Accelerated Beginning Course in Portuguese for teachers of other foreign languages. 2 nights per week, 1½ hrs. per night	?
	TOTAL ENROLLMENT	304
II. High School Level:		
B.M.C. Durfee High School Fall River, Massachusetts	Portuguese I - Essentials of oral-aural method with stress on conversation and grammar.	20
	Portuguese II - Rapid review of grammar and introduction to literature.	8
	Both classes meet 2 nights per week for 1 hr. each night	
East Providence Senior H. S. East Providence, Rhode Island	Conversational Portuguese	26
Jesus Savior Elementary School Newport, Rhode Island	Beginning Portuguese - Dialogue and phonetics; some grammar and pattern substitution and the translation of sentences. Advanced Portuguese - Conversation, discussion of reading assignments, grammar and some Portuguese History and Literature.	23
New Bedford High School New Bedford, Massachusetts	Portuguese I: Trisemester 1 (2 classes) Trisemester 2 (1 class) Portuguese II: Trisemester 2 (1 class) Trisemester 3 (1 class)	100
Taunton High School Taunton, Massachusetts	Portuguese I	27
	TOTAL ENROLLMENT	204

TOTAL COLLEGE NIGHT SCHOOL ENROLLMENT	304
TOTAL HIGH SCHOOL NIGHT SCHOOL ENROLLMENT	204
TOTAL NIGHT SCHOOL ENROLLMENT	508

OTHER NIGHT SCHOOL PROGRAMS
(No information available)

Somerset High School
Somerset, Massachusetts

ELEMENTARY AND HIGH SCHOOL COURSE DESCRIPTIONS

Associacao Escola Graduada de Sao Paulo, Sao Paulo, Brazil

This school is fully accredited by the Southern Association of Colleges and Secondary Schools, a charter member of the Association of American Bi-National Schools in South America, and a member of the Southern Association of Independent Schools.

Mr. M. M. Mickle was appointed Coordinator of Foreign Languages in 1962. Before that date the Senior High School program was on four tracks, similar to the one used in the Primary School and Junior High School. This frequently resulted in repetition of subject matter, especially for the more advanced students who were there during the greater part of their school career.

The following changes have been made:

1) Addition of an "academic" class, with content taken from the Brazilian ginasio.

2) Addition of two courses of the History and Geography of Brazil elective especially intended for students who would later continue their education in Brazilian universities.

3) Addition of a course in the Social and Political organization of Brazil.

4) Three sequences of courses were then set up:

   I, II, III, IV primarily for non-Brazilians
   V, VI, VII, VIII corresponding to the courses of Portuguese in the Brazilian ginasio.
   IX, X, XI corresponding to the courses of Portuguese in the Brazilian colegio (preparatory school or classico/cientifico courses).

The two courses in the history and geography of Brazil in the high school were continued and an introductory course in this subject in the seventh grade, with sections conducted in both Portuguese and English.

This set-up placed the program on an approximately equivalent basis with the Brazilian schools as regards these two courses.

(Other disciplines of the American curriculum continued to be taught in the same manner.)

However, the Brazilian schools use a "spiral" system involving much repetition in morphology in their course of Portuguese. The long sequence in the high school also involved scheduling difficulties and too many small classes. The present program (outlined in the enrollment scheme) was planned to alleviate those two problems.

"Advanced A" section in the seventh grade and "Advanced B" in the eighth grade are also equivalent to Brazilian ginasio courses.

The upgrading of the advanced classes in the Primary Division (2nd to 6th grades) was also a part of the program in the last 4-5 years.

PRIMARY SCHOOL

Obviously no classes of Portuguese are taught in the kindergarden. The teachers are always bilingual and both Brazilian and American children are accepted.

First Grade. No "track" divisions are made, except for "Introductory" classes. Otherwise Portuguese is taught to each First Grade section. Emphasis on oral work.

General plan of the 2nd to 6th Grades:

Introductory (Emphasis on oral Portuguese)

a) Conversation
b) Stories, episodes told by students orally
c) Poetry
d) Dramatizations
e) Songs
f) Stories told by teacher
g) Introduction to written Portuguese

Intermediate A

a) Reading
b) Stories dramatized
c) Poetry
d) Songs
e) Forming sentences
f) Work study
g) Copy work (transition to composition)

Intermediate B

Similar to above, but stepped-up for ability of students.

Advanced

Since these students are either Brazilian or have equivalent fluency in Portuguese, reading and writing is taught approximately on the level of the Brazilian schools. All grammar is taught in application. Activities are used in this track also, but, of causes strictly conversational work does not have to be emphasized so strongly.

The primary and junior high classes are kept flexible in accordance with the capacity of the students especially in the first three tracks.

Brazilian culture is included at all levels. In fact, this was the basis of the "integration" series on which one of the teachers specialized in the primary school.

The teaching of the Portuguese Language in the Elementary School is divided into three levels (Introductory, Intermediate and Advanced) for each grade level except for the classes of the First Grade.

In the First Grade classes they concentrate on the development of oral language through activities which lead also to a cultural approach, such as poems, songs, stories and games.

Beginning with Grade 2, the classes are divided into the three above mentioned levels. The Advanced group follows the program of Brazilian Elementary Schools including the contents of History and Geography.

The program of the Intermediate group is divided into two levels, approximately parallel to the Advanced group but modified in accordance with the stage of learning of the pupils.

In the Introductory Course special attention is given to oral language beginning with dialogues, followed by the use of text books appropriate for the different levels.

FIRST GRADE

Objectives - Improvement of the child's vocabulary, correct pronunciation and oral fluency through centers of interest in activities, such as cutting out pictures and figures, folding and construction, dramatizations, poetry, listening to stories, etc...

SECOND GRADE

Objectives - Introduction to written Portuguese and improvement of oral language.

At the beginning two groups are formed: Advanced and Introductory both using the first book "Onde esta o patinho?" by Cecilia E. dos Reis Andrade. In a second phase the classes are divided into three groups: Advanced, Intermediate and Introductory. The first two groups use the book "O patinho no 1o ano" and when possible "O patinho no 2o ano", both by the above mentioned author.

Written Language

Sentence construction
Completing, arranging and copying sentences
Dictation
Writing of simple stories
Use of capital letters
Punctuation
Syllabication
Alphabet - vowels and consonants

Oral Language

Conversation
Short talks on simple stories and incidents
Recitation
Dramatization
Songs
Listening to stories, etc...

INTERMEDIATE - Teaching parallel to the Advanced group, but modified in accordance with the stage of learning of the pupils.

INTRODUCTORY - Conversation
Book used: "Onde esta o patinho?" - introduction to written Portuguese.

THIRD GRADE

Objectives - Improvement of silent and oral reading as well as oral and written language. History and Geography of Brazil are introduced in the program and, as much as possible, integrated with the language learning.

Divided into three groups the students use the following books:

Advanced - "Brasilia", 2nd book by Dayse Breseia - Program of History and Geography of Brazil in accordance with Brazilian schools.

Intermediate -"O patinho no lo ano", "O patinho no 2o ano", "Pedrinho", book 1 by Lourenco Filho.

Introductory - Dialogues prepared by the teacher as an introductory oral preparation to the Book 1 "O patinho no lo ano" and the "Dicionario Colorido" by Marcel Beerans are used with this group.

Advanced

Written Language

Alphabet - vowels and consonants
Syllabication - classification of words according to number of syllables
Accents in general - cedilla, til
Sentences as to use - declarative-negative, exclamatory-interrogative
Synonyms and Antonyms
Nouns - proper and common, degrees
Words that indicate quality - Concordance with nouns
Copy of small portions of a lesson
Forming, completing and ordering sentences
Writing of short stories
Answering to oral and written sentences
Writing of simple notes
Dictation

Oral Language

Oral reports on stories and incidents
Reading using dialogues
Dramatized reading
Poems and Songs

Intermediate

Alphabet - vowels and consonants
Syllabication, classification of words according to number of syllables
Accents in general - cedilla, til
Sentences as to use: declarative, negative, exclamatory and interrogative
Use of til and cedilla

Introductory

Conversation and vocabulary
Articles: definite and indefinite
Completing sentences using the first and third person of regular auxiliary verbs
Nouns: gender and number
Syllabication

FOURTH GRADE

Objectives - Improvement of silent reading. Good and expressive oral reading. To intensify written exercises such as short notes, descriptions of animals and things, retelling of stories and small compositions. To increase the vocabulary and to improve oral language.

Better knowledge of the geography of the State of Sao Paulo and of the History of Brazil.

The books used are the following:
Advanced - "Brasilia" Book III by Dayse Breseia
Intermediate - "Cenas Infantis" Book II by Isa Ramos Azevedo Souza
Introductory - "Pedrinho" Book I
"Dicionario Colorido"

Advanced

Written Language

Alphabet - vowels and consonants
Syllabication - Words according to the number of syllables. Accented syllable.
Accents - acute, circumflex and grave, til and cedilla
Sentences according to use - declarative, interrogative, exclamatory and negative
Synonyms and antonyms
Nouns - division, gender, number, degrees
Adjectives - descriptives
Agreement of adjective and noun
Personal pronouns
Regular verbs - 1st, 2nd and 3rd conjugations; tenses - present, past and future; mood - indicative
Forming, completing and ordering sentences
Writing short stories
Reproduction of stories and fables
Paraphrasing poems
Writing of notes and letters - addressing correspondence
Copying
Dictation

Oral Language

Conversation
Dramatization
Poems
Songs
Oral reports of stories and incidents

Intermediate

The program will be the same as that of the 3rd Advanced Group, adding the following subjects: Nouns in general - words that indicate quality; Adjective - agreement of nouns and words that indicate quality.

Introductory

The program will be the same as the 3rd Introductory Group.

FIFTH GRADE

Objectives - Improvement of silent and oral reading. Improvement of written language through exercises, such as small compositions, letters, stories suggested by pictures and others to develop creativity and correst usage. Program of geography and History of Brazil in accordance with the fourth grade in Brazilian schools as well as the Language Program.

The books used are:

Advanced - "Brasilia" Book IV by Dayse Brescia; "Primeiras
Nocoes de Gramatica Portuguesa"
Intermediate - "Brasilia" Book III; "Leituras Maravilhosas"
by T. Miranda Santos
Introductory - "Pedrinho" Book I

Advanced

Written Language and Grammar

Composition
Reproduction of stories and fables
Paraphrasing poems
Descriptions of figures, persons, animals and objects
Alphabet - vowels and consonants. Dipthongs, hiatus, combination of consonants and vowels.
Syllabication
Accents in general
Punctuation
Synonyms and antonyms
Sentences according to use: declarative, interrogative, exclamatory and negative
Sentence: basic use of subject and predicate
Basic use of articles, nouns adjectives, numerals, pronouns, verbs, adverbs, prepositions, conjunctions, interjections.

Intermediate

The program of this group is parallel to the Advanced.

Introductory

Oral practice through dialogues. Vocabulary.
Articles: definite and indefinite
Nouns: gender and number
Auxiliary verbs: Tenses: present, past and future; Mood: indicative

Oral Language

Conversation
Talks on stories and facts
Dramatization
Poems and Songs
Descriptions of places, persons, animals, etc...

SIXTH GRADE

Objectives - To provide a program equivalent to the fifth grade of Brazilian schools. Improvement of written and oral language through compositions, descriptions, dictations, letters, etc... Program of History and Geography in accordance with the fifth grade (Curso de

Admissao) of Brazilian Schools.

The books used are the following:
Advanced -"Brasilia", Book IV
Intermediate - "Brasilia", Book III; "Leituras Infantis", Book II; "Brasilia", Book I
Introductory - "Pedrinho", Book I

Advanced

Written Language and Grammar

Alphabet
Syllabication
Accents in General
Accented Syllable
Nouns: gender, number, degree
Articles: definite and indefinite
Adjectives: gender, number, degrees of comparison
Numerals
Pronouns
Verbs
Auxiliary verbs
Verbs: ter, haver, ser, estar
Regular verbs
Verbs: estudar, receber, partir, por
Adverbs, prepositions, conjunctions, interjections
Punctuation
Diacritic accent (crasis)
Morphological analysis
Synonyms and antonyms, homonyms

Book used to teach these grammar subjects:
"Primeiras nocoes da gramatica portuguesa" by Olga Mettig and Maria Ligia L. Magalhaes

Intermediate

Alphabet: vowels and consonants
Syllabication
Accents in general
Synonyms and antonyms
Nouns: gender, number, degrees
Adjectives
Agreement of adjectives and nouns
Regular verbs: present, past and future; Mood: Indicative
Morphological analysis

Introductory

Articles: definite and indefinite
Adjectives: possessives and demonstratives
Regular verbs, present tense
Nouns: gender, number

Oral Language

Conversation, talks on stories and facts, pronunciation, poems, songs, Descriptions of persons, places, animals, etc...

SECONDARY SCHOOL (Grades 7 and 8)

Seventh Grade

Introductory Portuguese
Similar to Portuguese I of the senior high school program but subject to adjustment in accordance with the capacity of the students.

Intermediate A
Similar to Portuguese II of the senior high school program but subject to adjustment in accordance with the capacity of the students.

Intermediate B
Similar to Portuguese III of the senior high school program but subject to adjustment in accordance with the capacity of the students.

Advanced A
Approximately equivalent to the Primeira Serie course of the Brazilian ginasio.

Eighth Grade

Introductory Portuguese
Similar to Portuguese I of the senior high school program but subject to adjustment in accordance with the capacity of the students.

Intermediate A
Similar to Portuguese II of the senior high school program but subject to adjustment in accordance with the capacity of the students.

Intermediate B
Similar to Portuguese III pf the senior high school program but subject to adjustment in accordance with the capacity of the students.

Advanced A
Approximately equivalent to the Primeira Serie course of the Brazilian ginasio.

Advanced B
Approximately equivalent to the Segunda Serie course of the Brazilian ginasio.

SECONDARY SCHOOL (Grades 9 - 12)

Portuguese I
Basic vocabulary and idiomatic expressions for conversational Portuguese. A minimum of grammar is taught for correct usage. Introduction to reading and writing.

Portuguese II
Improvement of student's speaking ability with further transition to reading and writing. Basic grammar for correct usage. Elements of Brazilian culture.

Portuguese III
Continued oral-aural practice, improvement of vocabulary and idiomatic expressions; reading of moderately difficult Portuguese; compositions; introduction to Brazilian literature.

Portuguese IV
Improvement of vocabulary, development of oral and written facility and improvement of style. Study of grammatical analysis and basic

grammar; reading and interpretation of literary works. Brazilian cultural studies and selections from Brazilian literature.

Portuguese 56

Study of sentence structures, grammatical categories, number and gender, conjugation, numbers, agreement. Derivation and formation of words. Reading and interpretation of literary texts. Compositions and book reports. Study of cultural elements of Brazil. (Approximate equivalent of first and second series of Brazilian ginasio Portuguese.)

Portuguese 78

Study of verbs, nouns, pronouns, tenses, formation of words, figures of speech, phonetics, versification. Reading and interpretation of literary texts. Compositions, correspondence, writing and news items, research papers. Outside reading. Studies of Brazilian culture. (Approximate equivalent of third and fourth series of Brazilian ginasio Portuguese.)

Portuguese 89

Reading, interpretation and analysis of Brazilian and Portuguese literature. Advanced composition, phonetics, etomology. Advanced grammatical analysis. Studies of Brazilian culture. (Approximate equivalent of Brazilian colegio Portuguese.)

Geography of Brazil (Grades 9 - 12)

Study of the regions of Brazil with detailed consideration of the physical, political, economic and human aspects. This course is basically a continuation of the junior high school Brazilian social studies course.

Minimum prerequisite: Portuguese 56 or equivalent

History of Brazil (Grades 9 - 12)

Study of the political, social, economic and cultural history of Brazil. This course is basically a continuation of the junior high school social studies course.

Minimum prerequisite: Portuguese 56 or equivalent

Brazilian Literature I (Grades 11 - 12)

Study of the principal literary movements and writers of Brazil from the XVIth century to the present. Reading and interpretation of texts. Outside reading. Book reports and compositions on literary subjects.

Minimum prerequisites: Portuguese 56 or equivalent and Geography of Brazil or History of Brazil.

PLANS AND RECOMMENDATIONS FOR THE PORTUGUESE CURRICULUM

I. Availability of the following courses in the high school division in 1969-70:

1. Portuguese 78 (not taught this year)
2. Portuguese 89 (not taught this year)
3. History of Brazil (not taught this year)
4. Brazilian Literature II (continuation of Brazilian Literature I)

II. Audio-visual course of Portuguese I (and possibly II) when a suitable course is developed.

III. A language laboratory for approximately 20 students, to be shared with classes of French and German.

IV. A large classroom reserved for the exclusive use of classes of Portuguese and History and Geography of Brazil for:

  1. Brazilian atmosphere
  2. Permanent use (availability) of phonograph, taperecorder
  3. Permanent availability of projector and screen
  4. Joint use of two or more classes
  5. Lecture room for visiting speakers

V. Development of a departmental library for the classes of Brazilian literature (approximately 20 copies of each book - paperbound)
N.B. There is a Brazilian Section in the high school library, but there are only one or two copies of each book.

Escola Americana de Campinas, Campinas, Sao Paulo, Brazil

All of the students are required to take one hour of Portuguese per day. The Elementary School is approved by the Department of Education. 34 students are enrolled in the Kindergarten and First Grades and no Portuguese is taught on that level. First Grade students take an adaptacao the second semester.

This school is much smaller than the school in Sao Paulo. The enrollment is 170 (K-12). The Superintendent of this school, Mr. John C. Brennan is familiar with the program in Sao Paulo, having worked there for four years, and is initiating a new program in February that will be patterned after the program in Sao Paulo. Included in the renovated program will be courses in the Geography, History and Literature of Brazil. The upper school and elementary school will be separated at that time. The present program carries the same course descriptions as Sao Paulo.

Escola Americana de Santos, Santos, Brazil

Mr. Gerald Doering, Principal, informs us that this is a small elementary and junior high school with an enrollment of 112 students. It is a private American School started by individual Americans to give an American education to dependents of overseas government and business employees.

An American curriculum is offered to the students (78 of whom are Brazilian) and the local requirements of the Brazilian Government have been met to teach Portuguese Language, Reading, History and Mathematics. The Portuguese course runs for two hours every afternoon with the American curriculum held in the morning. The upper grades (5-8) have American Curriculum in the afternoon also. There are 28 Americans learning Portuguese as a second language.

There is also a Nursery and Kindergarten with 37 students many of whom are Brazilians. The school is registered with the local authorities and Portuguese classes are taught by Brazilians.

Escola Americana do Rio de Janeiro, Rio de Janeiro, Brazil

Portuguese I

Introduction to essentials of Portuguese grammar. Emphasis upon pronunciation and oral usage. Dialogues based upon like situations.

Portuguese II
Oral and written language. Emphasis upon increasing vocabulary, idiomatic expressions, and special verbs. Conducted in Portuguese.

Portuguese III
Amplification of vocabulary. Review and systematization of grammar. Development of oral and written expression.

Portuguese IV
Amplification of vocabulary and grammar. Development of oral and written expression. Reading of selected excerpts of Brazilian authors.

Lingua Patria IV & V
Improving of oral and written expression. Development of vocabulary. Reading of texts by Brazilian and Portuguese authors. Grammar: emphasis of the structure of sentences and clauses, placement and agreement. Commentaries on books read outside of class.

Literatura do Brasil
Reading, interpretation and literary analysis of Brazilian authors. Essays on literary criticism and commentaries on books read outside of class. (Prerequisite - Lingua Patria IV)

Geografia do Brasil
Regional geography of Brazil. Position, physiography, economic, industrial and comercial development, population, cultural life. (Prerequisite - Portuguese or Lingua Patria IV)

Historia do Brasil
Study of the historical facts of the development of Brazil, from the time of discovery to the present. (Prerequisite - Portuguese or Lingua Patria IV)

Mr. Gilbert Brown, Headmaster, states that plans for the Portuguese Department are to secure more audio visual materials for the teaching of Conversation to beginners and to seek other expedient methods for developing conversational skills more rapidly. They are limited by the requirements of the State of Guanabara which curriculum they must follow in the areas of language, history, geography and literature.

Escola Pan Americana da Bahia, Salvador, Bahia, Brazil

This school has been operating since August, 1960 and, since that time, it has functioned giving consideration to both American and Brazilian curricula although primarily favoring the latter. The Superintendent, Dr. Thomas F. Kalish, says that future plans for the program are only to continue the present program.

Grades 1-4

Portuguese I (divided into two groups)
- 1st group - 3rd series (conclusion)
- 2nd group - 2nd series

Portuguese II
- 2nd series (the weakest class needing to build up vocabulary and reading)

Portuguese III
- 1st series B. (children who last year learned to read and write but who still sense some difficulties)

Portuguese IV
- Reading and writing using the global method and the pre-book "Domingo de Sol".

Grades 5-7

Portuguese I

Portuguese for foreigners (students recently arrived in Brazil). Conversation, vocabulary, first contact with the language.

Portuguese II (2 sections)

2nd series
3rd series

Portuguese III (official program)

4th series (Portuguese through texts and functional grammar.)

Grades 8-12

Portuguese I

Students with a command of the language, speaking and writing relatively well. Portuguese through texts, functional grammar, curiosities of the language, Brazilian literature. Familiarity with some of Brazil's best writers through biographies of the same and through reading and commentaries of their principal works.

Portuguese II

3rd series

Portuguese III

Same as Portuguese II (this is a weaker section in need of expanding vocabulary.)

Portuguese IV

Portuguese for foreigners. Conversation, vocabulary, first contact with the language.

Grades 3-12

Geography and History (bilingual, classes arranged by sections)

1st stage - Salvador
2nd stage - Bahia
3rd stage - Brazil

The language classes are given everyday to each section for 45 minutes. The geography and history classes are given to each section twice a week for 45 minutes each session. The classes are grouped homogeneously and arranged so that attention can be given to individual needs and so as not to infringe on the American curriculum. Attempts are made to correlate all studies so as to satisfy both American and Brazilian students. Attempts are being made to provide American students with a more interesting, more practical study of Brazil and its people through excursions, etc. In order to be able to do this, another teacher will have to be engaged.

OTHER AMERICAN SCHOOLS IN BRAZIL
(No information available)

American School of Brasilia, Brasilia, D. F., Brazil

American Cooperative School, Curitiba, Parana, Brazil

American School of Recife, Recife, Pernambuco, Brazil

Alcoa Company School, Pocas de Caldas, Sao Paulo, Brazil

Amazon Valley Academy, Belem, Para, Brazil

American Cooperative School, Belo Horizonte, Brazil

Lake Forest High School, Lake Forest, Illinois

In the fall of 1962, after a year of preparation of texts and tapes, a course in the study of Portuguese began at this school, in the category of an enrichment course. Mr. Joseph P. Lawlor was the instructor qualified to teach and willing to take on the extra preparation beyond his Spanish classes. The course was initiated with the approval and cooperation of the administration and the Modern Language Department faculty to assist in the promotion. Except for improvements and innovations usually done from year to year, the courses, now in their sixth year, are basically the same as when the courses started. The courses Portuguese I (usually ten to twelve students) and Portuguese II (usually five to six students) are presently offered in this manner.

Students are "recruited" from Spanish courses after the first year of study or beyond from either regular or honors sections. The students do not as a rule come to register on their own for such a new course, but must be somehow sold on its feasibility at this stage. The selling is done on the basis that the course is both valuable and a pleasant experience. Help is solicited from the Spanish faculty, students of Portuguese, and guidance counselors. Good films on Brazil and Portugal are shown from time to time to Spanish classes. The Spanish preparation is essential because the language of contact is Spanish for at least three primary reasons: (1) related interests; (2) the advantage of comparative study (Spanish- Portuguese. The similarity of the structures of these two languages can be put to much advantage, far outweighing that which is confusing. Thus the development of language skills can be expected to far exceed what would usually be expected for the amount of time and study invested); and (3) the advantage of using the second language (Spanish) as a tool thus creating an immediate real value felt by the student through his newly acquired language skills.

The course is divided into two sequences: Portuguese I and Portuguese II, one-half of a credit in each. The first sequence has class three days a week for one year and the second sequence has class twice a week. This division and spacing is done (1) to make it possible for the student to work the course into what is usually an already full and demanding program of studies; to "sandwich it in," and (2) to have at least a two-year language contact with the student while more mature, advanced material can be treated in the intervening time. A full five-day-week course for both sequences is desirable, but since the program is in transition and development the present arrangement is very much appreciated.

Communication about the courses must be made with students, parents, and guidance counselors. Since these courses began information sheets in the following form have been distributed.

LAKE FOREST HIGH SCHOOL
Lake Forest, Illinois

To: Students of Spanish, Parents, and Guidance Counselors

From: Modern Language Department

Subject: Portuguese I and II (each ½ credit)

1. May be taken for one year (Portuguese I) three days a week

and may be continued a second year (Portuguese II) two days a week.

2. This is an enrichment course open only to students of Spanish who have completed the prerequisite courses in Spanish with at least an average grade (or special recommendation): Spanish I regular or above.
3. The base or contact language is Spanish leading to the target language Portuguese. That is to say that Spanish is the language of reference, not English.
4. Because of the preparation of the students in a language of the same family, achievement is far beyond what one would perhaps expect for the time and effort invested.
5. This course can be worked into a regular program without putting a strain upon it.
6. Today's generation will be the first in our nation to really experience a need for Portuguese, not only because it is one of the world's principal languages (now well over 120 million speakers) but also because of the rapidly rising political, cultural and economic importance of Brazil (over 80 million) in this hemisphere. This generation will have to deal intimately with Brazilians. Great is the need for educated North Americans who can communicate with them in their own language and understand them in their way of life. Thus we are not overemphasizing by this effort to teach Portuguese at Lake Forest High School.
7. This is the first course in our school in which the language of departure is a second language.
8. The study of Portuguese in American universities is increasing more than any other language. Therefore, it is more likely each year that the student of Portuguese will find opportunity to continue his preparation in university courses.
9. Lake Forest High School has graduates studying Portuguese now, as a result of their study here.
10. If there are further questions about this course, please refer them to Mr. Lawlor, Portuguese instructor, who will be pleased to talk with you about them.

The printed and taped materials for these courses are as follows:

Sequence I

Introduction to Portuguese Grammar (Williams)
First Portuguese Reader (Scanlon and Cilly) with tapes
Brazilian Portuguese (Pattern sentences, with tapes (U. of Wisconsin)

Sequence II

O teatro brasileiro contemporaneo (Martins and Menton) (tapes to be prepared)
Formerly used as "readers" and now used on occasion for independent work:
  Artigos e contos portugueses (with tapes)
  Contos e anecdotas brasileiros
  Contos brasileiros
Spoken Portuguese (Pattern sentences) (Kany and Pinheiro)

Supplementary

- Boletim Especial (in Portuguese from the Embassy of Brazil)
- News and Views (from the Embassy of Portugal)
- Magazines and newspapers from Brazil
- Tapes from the Voz da America and Radio Canada (taken from radio)
- Visiting speakers Brazilians and Portuguese (local residents, students on exchange program, naval personnel from Great Lakes Naval Training Center)
- Student taping of readings (drama)
- Music, songs (tapes)
- Poetry
- Films

In the methods and techniques of instruction, emphasis is placed on the sounds of Portuguese while learning the patterns in as natural a way as they can in the current formal learning system. This phonological emphasis is carried on with the FIRST PORTUGUESE READER (Scanlon and Cilly, Oxford University Press, 1943) while doing comparative studies of language structure in William's AN INTRODUCTORY PORTUGUESE GRAMMAR (F. S. Crofts, 1943). In both of these books, students write the exercises in Portuguese and then read these orally in class, correct, and turn them in for inspection by the instructor. When asked for, translation is made from Portuguese to Spanish, not English. Examinations are usually dictated in Spanish and/or Portuguese, according to the nature of the proof desired. So, within the first week, the students are responding in Portuguese both orally and in writing to aural and visual signs in Portuguese. The class is at first conducted alternately in Spanish and Portuguese, and then gradually almost exclusively in Portuguese.

Language pattern study is continued and extended through the intensive drill of conversational sentences which are strictly of Brazilian origin. "Strictly" because both aforementioned texts favor Iberian Peninsula Portuguese, which brings to mind the particular "sotaque" or variety of pronunciation that they use. They favor the "carioca" manner of speech, which is the speech common to Rio de Janeiro. It seems to be a midpoint in the extremes of spoken Portuguese and is also the pronunciation generally used in United States university studies, as far as Mr. Lawlor has been able to ascertain. This is not to exclude other "sotaques." On the contrary, they try to include as much variety as possible on their tapes for aural training, while still favoring the "carioca" pronunciation.

All of the tapes they use have been produced at their school with native Brazilians, Portuguese, and a few by Mr. Lawlor, all done under his direction. The Portuguese I sequence has both the FIRST PORTUGUESE READER and BRAZILIAN PORTUGUESE PATTERNS on tape available for independent study on their remote dial-access system for programmed information, called the Tape Center Laboratory. Examinations presuppose the student has done this independent study.

Last year, the students of Portuguese I wrote a brief farce drama based on a simplified version of Gil Vicente's A FARCA DE INES PEREIRA, and then produced it on tape as a final effort at the end of the year. In the Portuguese II sequence, the principal text is O TEATRO BRASILEIRO CONTEMPORANEO. Students prepare and perform these modern Brasilian dramas on magnetic tapes which are then edited and made to sound as professional as possible with special effects, music and so on.

In and around the above-mentioned studies, music, songs and some poetry of both Portugal and Brazil are presented and studied. Music is used for flavor and continuity on language lessons programmed in the Tape Center Laboratory. Students study grammar functionally with their grammar text as reference, and use class time for clarification.

Another principal feature of this sequence is the use of the Tape Center Laboratory for independent study where students listen to current news broadcasts in Portuguese (taken from shortwave radio) for training in aural decoding, and then take an oral-aural and/or written examination on the contents and manner of expression. In all, the underlying pedogogical theory is that of creating interest along with basic skill; the interest is the seed, the rest is cultivation.

In addition to the procedures mentioned above, a number of supplementary materials and methods are employed in either or both sequences. From the BOLETIM ESPECIAL, a semiofficial publication issued daily in Portuguese from the Embassy of Brazil in Washington, D. C., excerpts are taken for exercise in very current Portuguese with a vocabulary range different from other materials used. A similar range of an aural variety is found in the radio broadcasts of VOZ DA AMERICA and RADIO CANADA, written and read by Brazilians. The topics are up-to-date as well. The NEWS AND VIEWS publication from the Embassy of Portugal is in English, but the information is of cultural interest and can be used in class discussions.

Brazilian magazines like O CRUZEIRO, MANCHETE and occasionally newspapers from Brazil, are used for special oral and/or written reports as well as for discussion. Advertisements are especially useful and in most cases relate more quickly and thoroughly to the student than other media in the competition. In mid-September last year each of the second sequence students prepared a television commercial from a color ad in O CRUZEIRO. Each designed and did his presentation in Portuguese on video tape, on a portable closed-circuit TV system currently being used for research in the school. The results were very pleasing and more of the same is planned for this year.

Over the years, many visiting Brazilians have spoken in Portuguese about their country and related topics. Following formation of the Portuguese Club last year, plans have been made for this practice to be continued largely as a function of the club; especially because of better scheduling opportunities.

From various university libraries are rented cultural films for class showings. However, the best sources now are Casa de Portugal in New York and the Brazilian American Cultural Institute in Washington, D. C. They not only have especially fine films but they are on loan without charge.

It is hoped that they can eventually give recognition for excellence in the study of Portuguese in their Honors Day program, perhaps in the senior award category. (This statement is based in its entirety on "A Secondary School Program for Portuguese," ILLINOIS JOURNAL OF EDUCATION, 59:3:545 (March, 1968), 35-39. The portions of that article printed here have been done with the permission of the author, Mr. Joseph P. Lawlor.

B.M.C. Durfee High School, Fall River, Massachusetts

This school has increased enrollment in First Year Portuguese this year which has necessitated the use of a second teacher of Portuguese for one section of Portuguese I. The classes are now homogeneous. The Preparatory and Business pupils are in different sections.

The following texts are being used this year:

Portuguese I

"Aprendo Portuguese, II Serie, 1o volume" - Miss Mary T. Carvalho, teacher of Portuguese, is pleased with the results of this text which provides good basic material for everyday conversation as well as basic grammar. She feels that the combination of conversation and grammar, including reading, basic phonics and dictation, bring about the best results. The student with this type of preparation is better prepared whether he plans to continue or terminate the learning of Portuguese.

Portuguese II

"Aprendo Portugues, II Serie, 2o volume" by Bernardo Vidigal
"Rute e Alberto" by Cecilia Meireles

In second year Portuguese the speaking of and listening to Portuguese is stressed. Basic grammar is reviewed, advanced grammar is taught and reading and dictation are continued.

Portuguese III

"Aprendo Portugues, II Serie, 2o volume"
"Introductory Portuguese Grammar" by Williams
"Gato Preto em Campo de Neve" by Erico Verissimo
Supplementary: "Vida Brasileira" by Rossi

In third year Portuguese there is continued stress on conversation, review of necessary grammar, reading and writing.

Miss Carvalho feels that the absence of a Scholastic Achievement Test is a drawback in the expansion of the Portuguese program on the high school level.

Dartmouth High School, No. Dartmouth, Massachusetts

Mrs. Mary T. Vermette, teacher of Portuguese, has furnished the following information on her program. The program of Portuguese was initiated at Dartmouth High School in the fall of 1963. One significant factor that aided in this matter was the interest of the Portuguese American Civic League of Dartmouth in such a program.

At the time, Portuguese was offered only to students in the general course. It was not until the fall of 1965 that Portuguese was finally included in the college curriculum, and not until the fall of 1966 that a teacher carried a full load of Portuguese classes.

A Portuguese III class was initiated in the fall of 1968. It seems as if this is now established.

Immediate plans for the future call for inclusion of the language in the business program in the Freshman year, and a change of teaching emphasis to a modified audio-lingual approach.

Portuguese I

This course is designed primarily for students who have never before formally studied Portuguese. It aims at helping the student acquire facility in the listening and speaking skills through the use of structural patterns, conversational drills, grammar, idioms and basic vocabulary regarding everyday life situations. Correlation is made with the history and culture of both Portugal and Brazil as the courses progresses.

Portuguese II

Continues the work begun in Portuguese I. Its aim is to acquire facility in the comprehension and composition of the written word through the use of more difficult grammar, idioms and vocabulary. An increase in conversational facility is developed. A study is made of the more famous excerpts of Portuguese and Brazilian literature. A study is also made of the history and geography of Brazil and Portugal and their influence in international affairs and relations.

Portuguese III

Continues to develop and refine the skills of the first two levels. By this time, the student is expected to have assimilated enough material and to have developed enough skill to be able to easily participate in the reciting, reading, writing and general conversation in the Portuguese language. An outline of Portuguese history and a series of short stories and plays furnish the student with ample opportunity to demonstrate his achievement. Oral reports and compositions are an integral part of the course. (1 laboratory session per week)

Escola Oficial Portuguesa, New Bedford, Massachusetts

This school was created by a group of Boas Filhas de Portugal which had previously founded a women's club called Clube Fe e Patria. This group later thought that a school should be provided so that their children and grandchildren could continue to develop their facility in Portuguese. The school was then chartered with the aid of the Portuguese Consul in New Bedford. The school was later given official recognition by the Minister of National Education in Portugal and the Ministry provides the subsidy with includes the paying of a teacher. This school has been in operation for 38 years.

The first teacher was Sra. Conceicao Santos. She was followed by Sra. Maria Vieira da Luz and since 1963 the teacher has been Sra. Carolina C. Moniz

Primeira Classe

Alphabet, reading, copying, 4 to 5 lines of dictation, conversation.

Segunda Classe

Reading, dictation, sentences using the tenses of auxiliary verbs, composition, arithmetic.

Terceira Classe

Dictation, reading, grammar, history-the first people of Lusitania-the first king of Portugal-the Portuguese province, the first part of geography, composition, arithmetic.

Quarta Classe

Dictation, reading, morphological analysis, verbs, history, geography.

Quinta Classe

Reading, syntactical analysis, morphology, advanced grammar, comoosition, history, geography, arithmetic.

The classes are conducted in two sections of the city, one in the north and another in the south. Each section meets two days per week for 1 hour and 45 minutes each. The sections are further divided into classes, the younger children attending in the afternoon and the older in the evening. Mrs. Moniz has been granted an assistant by the women's club who helps her two days a week.

Immaculate Conception School, New Bedford, Massachusetts

The Portuguese program was introduced this year. Sister Mary George teaches the class before the regular school session. It is hoped that next year Portuguese will be taught in grades four through eight. The texts used are: "Elementary Portuguese Conversation" and "Aprendo Portugues, II Serie" by Bernardo Vidigal.

Mount Carmel School, New Bedford, Massachusetts

The Portuguese program was initiated on a large scale in 1940 when the school first opened. This program included the study of Portuguese culture, geography and language. The speaking of Portuguese was extended to the religion class where the students learned their prayers, doctrine and Scripture in the Portuguese language. A gold medal and a number of other prizes were awarded to the students who excelled in the Portuguese language on the occasion of graduation. The Salutatory was given in the Portuguese language. Every assembly included recitation and acts in Portuguese.

Mount Saint Mary Academy, Fall River, Massachusetts

The program was initiated this year by Sister Mary Adele. The prerequisite for the course is two years of high school French or Spanish. Next year the Portuguese I class will be opened to all Juniors and Seniors who qualify for the course. Eventually Portuguese I and II will be offered.

The purpose of the course is to introduce the students to a knowledge and use of Portuguese grammar, culture and civilization, and to train them to express themselves and converse in Portuguese. The school auditorium has been opened to the use of the Portuguese Cultural Society. It is hoped that at some time in the future a center for Portuguese can be established.

New Bedford High School and Junior High Schools, New Bedford, Mass.

Portuguese was introduced into the New Bedford School System in 1941 as a direct result of the efforts of Miss Laurinda C. Andrade. It is the only school to have a distinct Portuguese Department. The program provides for three distinct tracks: a two year College Preparatory Curriculum for students who have already studied another foreign language, a four year College Preparatory Curriculum beginning in the 9th grade, and a two year program for General and Business Education students offered in the 11th and 12th grades. Plans are being made to introduce the language into the 8th grade. We thank Mr. Gilbert A. Souza for the information.

Saint Michael's Elementary School, Fall River, Massachusetts

Portuguese was introduced only this year with Miss Belmira Tavares as teacher in grades 6, 7 and 8. Each class receives instruction twice a week. The text used is "Aprendo Portugues". Some grammar is taught.

Taunton High School, Taunton, Massachusetts

Mr. Paulo Ponte has submitted the following information concerning the Portuguese program he and Mr. Carlos de Jesus have initiated. The program is now in its third year and three years of Portuguese are offered. Next year a fourth year will be initiated.

College Portuguese I

Text used is "Portugues Contemporaneo," Volume I by Abreu and Rameh. This is a course designed for students intending to attend college or those who possess some degree of ability in foreign languages. It is taught audio-lingually, and is aimed at the development of the four skills of comprehension, speaking, reading, writing, the emphasis at the beginning stages being on the first two skills. Much oral drill is given for the purpose of developing a proper pronunciation and intonation and acquiring an extensive basic vocabulary. The vocabulary of the basic text is supplemented by the use of filmstrips with accompanying tapes and by Portuguese records.

College Portuguese II

The text is the same as for College Portuguese I. This course begins with an intensive review of vocabulary and structures mastered in Portuguese I, and continues the development of the four skills. Extensive oral drill is given in the classroom and more emphasis is given to reading and writing than in the first year. Grammar is taught inductively through pattern practices, but is explained in detail in the text and reenforced by the teacher. The geography, history, and literature of Portugal and other Portuguese-speaking countries are introduced through the basic text and supplemented by audio-visual aids and by the teachers, who have a direct acquaintance with the culture and customs of Portugal.

College Portuguese III

Volume II of the same text used in College Portuguese II is used. Grammar is continued, but oral and written expression achieve a higher degree of liberation. Reading is used to increase vocabulary, and to enhance the appreciation of the culture and the customs of the countries whose language is being studied. The class is conducted almost entirely in the target language, and students achieve a higher level of aural comprehension and oral fluency, as well as the ability to read directly in Portuguese without reference to their native language.

College Portuguese IV

This course continues the work of College Portuguese III, but devotes more time to oral and written reports and original compositions, as students have, at this point, achieved a high level of liberation in oral and written expression. They can understand the language as spoken by a native at a normal rate of speed, can respond fluently, read without translation, and write with some degree of style. Therefore, the class is conducted completely in Portuguese. Students electing Portuguese IV should show a high degree of linguistic ability and proficiency in the four basic skills essential to the acquisition of a modern language.

General Portuguese I

This course is designed for students interested in learning a foreign language, but not planning to attend college. The text is the same as that used in College Portuguese I. The four basic skills to be acquired in a modern language are understanding, speaking, reading and writing. The first two are stressed at the beginning of the course; therefore, an audio-lingual method is used. Students achieve some oral-aural proficiency before beginning to read and write. However, these last two skills are developed later, through selected readings and writing exercises in the text. Vocabulary is taught through dialogue in the basic text and supplemented by the use of filmstrips, records, and overhead projectuals, which also contribute to an appreciation of the culture and customs of the Portuguese-speaking countries.

General Portuguese II

Begins with an intensive review of Portuguese I, and further oral drill is given on pronunciation and intonation. There is extensive practice on vocabulary, idioms, and grammatical structures. Grammar is learned inductively, but is explained in the text and by the teacher. Reading and writing are stressed more than in the first year, and vocabulary is increased through reading as well as by the use of various audio-visual aids. A further appreciation of the geography, history, literature, and customs of the Portuguese-speaking people is developed.

General Portuguese III

The text is "Brazilian Portuguese" by Sa Pereira. The student reaches a higher degree of fluency in speaking and writing and a deeper understanding of the oral and written language. Therefore, he is able to express original ideas orally and in writing, and is capable of reading directly in the target language, and of understanding, a native speaking at a normal rate of speed. The class is conducted completely in Portuguese. A deeper appreciation of the culture of the Portuguese-speaking countries is developed. Students electing Portuguese III should have achieved a high level of proficiency in the four basic skills.

Catholic Central Convent High School, Springfield, Ohio

The Portuguese program was just begun this September. Portuguese is still an exotic language in this area. Four of the five students are college bound and are taking Portuguese on an Honors Basis. There are no immediate plans for a future program since its continuance at this school is contingent on the teacher continuing her studies with the aid of a grant. Sr. Sarita Cordoba is the teacher.

Bristol High School, Bristol, Rhode Island

The Portuguese program was initiated in 1943. The first class consisted of seven business students and the teacher was Mr. Frank T. Canario. At the time, Portuguese was offered only to non-college students. Through Mr. Canario's effort, Portuguese was soon offered for students who were contemplating going to college. Classes have increased over the years and four years of the language are offered with an introductory course at the eighth grade level. Mr. Alphonse Almeida, the present teacher of Portuguese and Department Chairman, feels quite certain that as soon as the CEEB makes available an achievement test in Portuguese, the number of students electing the study of Portuguese will greatly increase.

Introductory Portuguese

The student is taught to speak only by ear sound.

Portuguese I

The student is taught to speak, read and translate.

Portuguese II

The student is taught to speak, read, translate and grammar.

Portuguese III

The student continues to be taught to speak, read, translate and grammar.

Portuguese IV

The student is taught the same skills and is introduced to Portuguese and Brazilian literature.

East Providence Senior High School, East Providence, Rhode Island

Miss Katherine Perkins, Chairman, Foreign Language Department, has made the following information available to us.

The program was initiated in East Providence at Central Junior High School in 1948 by Miss Cecilia Motta who taught it there until 1952 when she and the course moved to the new senior high school. She continued to teach the course until 1960 when it was taken over by a newly appointed teacher, Miss Rosa daSilva, who is currently teaching Portuguese I and II.

PORTUGUESE I AND II

Aims:

In the first year the student should acquire:

A. a basic knowledge of grammar and vocabulary

B. the ability to comprehend simple paragraphs

C. enough facility in the language to be able to use it as a means of communication in simple situations

In the second year the student should:

A. achieve an understanding of the spoken word

B. attain correct oral expression in the language

C. arrive at good reading comprehension

D. be able to convey thoughts clearly in the written language

E. have a better understanding of the culture, literature and history of the country through selected readings in and outside the classroom

Portuguese I

Basic Text: "Aprendo Portugues, II Serie" by Bernardo Vidigal

In the first year of the language, they go as far as Chapter 32.

Part I - Grammar

1. Accents. Gender of nouns. Definite articles. Demonstrative pronouns. Ommission of the subject pronoun.
2. Cedilla. Contractions of the preposition "de". Gender and agreement of adjectives. Personal pronouns. Interrogatives.
3. Demonstrative adjectives and pronouns (sing.). Interrogative sentences.
4. Indefinite articles (sing.). Feminine of nouns. Interrogative pronouns (con'd). Present tense of "ser" (sing.). Personal pronouns, subject (pl.).
5. Definite articles. Demonstrative adjectives and pronouns (pl.). Plural of nouns. Present tense of "ser" (pl.). Personal pronouns, subject (pl.).
6. Contractions of prepositions (con'd). Common plural of nouns.
7. Contractions of prepositions (con'd). Uses of "ser" and "estar".
8. Indefinite articles (pl.). Prepositional personal pronouns. Plural of nouns ending in "ao". Present tense of "estar".
9. Plural of nouns ending in "ao" (con'd). Contractions of prepositions with indefinite articles. Common plural of nouns (con'd).
10. Gender of numerals. Contractions of prepositions with demonstratives. The interrogatives "quantos, quantas". Conjugations. Regular and irregular verbs. First conjugation. Present tense and imperative of "contar". "Ha".
11. Cardinal numerals. Gender of numerals (con'd). Plural of nouns in "al" and "el". Present tense of "ter".
12. Agreement of ordinal numerals. Second conjugation. Present tense and imperative of "aprender".
13. Contraction of "de" and "onde". Direct object personal pronoun. Third conjugation. Present tense and imperative of "abrir", and "fazer" (sing.).
14. Reflexive pronouns. Reflexive conjugation - present tense of "sentar-se" (sing.). Present tense and imperative of "por", "fazer" (pl.) "ir", and "vir" (sing.).
15. Indefinite adjectives and pronouns. Reflexive pronouns (con'd). Reflexive conjugation (con'd). Present tense of "sentar-se" (pl.). Present tense of "ir" and "vir" (pl.). "Ir" and "vir" followed by infinitive.
16. Present tense and imperative of "ler" and "dizer".
17. Contractions of the preposition "por". Possessive adjectives and pronouns.
18. Direct object personal pronouns. Personal pronoun "lhe". The interrogative "quem". Present tense of "por + o = po-lo".
19. Indirect object personal pronouns. Present tense and imperative of "dar". Polite form of the 2nd person imperative. Infinitive after prepositions.
20. Stressed second last syllable word. "Muito" as adjective, pronoun and adverb. Present tense and imperative of "ver" and "ouvir".
21. Hours of the day. Present tense and imperative of "sair".
22. Present tense and imperative of verbs ending in "-ear", and the verb "vestir".
23. Gerund and Present participle. Present tense of the progressive form of verbs.
24. Days of the week. "Foi", past tense of"ser". Verb "ficar".
25. Months of the year. "Foram", past tense of "ser". Present tense and imperative of "saber".
26. Plural of nouns in "s".

27. Past tense of "estar". Uses of the past tense.
28. Degrees of comparison of adjectives. Past tense of "ser" and of the first conjugation. Verbs ending in "-car" and "-gar".
29. Past tense of the verbs of the second conjugation, and of "fazer". Verbs ending in "-çar".
30. Past tense of the verbs of the third conjugation, and of "ir". Uses of "calor" and "quente".

Portuguese II

Basic Texts:	"Aprendo Portugues, II Serie" by Bernardo Vidigal (In the second year of the language, they start with Chapter 32 up to Chapter 47.) "Aprendo Portugues, II Serie, 2o Volume (This volume is used when the work is completed in Volume I.)

These are the remaining lessons of Volume I of the basic text that are completed at the start of Portuguese II.

Part I - Grammar

1. Relative pronouns. Present tense of "querer", and past tense of "ter" and "por".
2. Forms of the 2nd person plural of the imperative. Past tense of "vir". Imperfect past tense of the verbs of the first conjugation. Uses of the imperfect past tense.
3. Plural of nouns in "m". "Havia". Past tense of "dizer", and imperfect of "ser". Double negative.
4. Present tense of "poder". Past tense of "dar" and "querer".
5. Contractions of the preposition "com" with personal pronouns. Adverbs in "-mente".
6. Present tense and imperfect of "trazer". Imperfect of "ter". Imperfect progressive.
7. Present tense and imperative of "subir". Imperfect past tense of the verbs of the 2nd and 3rd conjugations.
8. Present tense and imperative of "pedir", and past tense of "ver". Past participle. Passive voice. "Ha" with expressions of time.
9. Past tense of "trazer". Progressive form of "ir".
10. "Voce". Imperfect of "vir". Passive voice with "se". Meaning of saber and conhecer.
11. Superlative degree. Irregular comparatives and superlatives. Comparison of adverbs. The indefinite use of the 3rd person plural of verbs.
12. Ways of expressing the time in the afternoon and evening. Negative imperative.
13. Future indicative of regular and irregular verbs. Future of "fazer", "dizer" and "trazer". "Ter que".
14. Future indicative with "haver".
15. Past tense of "poder", and imperfect past tense of "por".
16. Negative imperative of irregular verbs (con'd). The conditional mood. Conditional of "fazer", "dizer" and "trazer".

This is the material to be covered in Volume II of the text.

1. The first five lessons of the book are review lessons.
2. The demonstrative pronoun "o". Pluperfect indicative. Simple and compound.
3. Subjunctive mood. Present tense. Present subjunctive of "ser",

4. Subjunctive in adverbial clauses.
5. Present subjunctive of the verbs "ir" and "haver". Peronal and impersonal infinitives. Personal letters.
6. Conditional with the verb "haver". Future subjunctive.
7. "Queira", "queiram". "Cujo". Whose. The compound personal infinitive.
8. The relative "qual". Pluperfect indicative. Passive voice.
9. The contraction of the preposition "a" with demonstratives. Present subjunctive of "dar". Weights.
10. Contractions of the personal pronouns. Compound pluperfect. Present perfect.
11. Present tense of the verb "medir". Reciprocal verbs. Pluperfect subjunctive. Measures of length.
12. Indefinite adjectives and pronouns. Compound tenses of the future and conditional. Letters (con'd).
13. Present tense of the verb "crer". Reflexive and pronomial forms of the future indicative.
14. Present subjunctive of "saber". Coordinative conjunctions. Subordinate conjunctions.
15. Reflexive and pronomial forms of the conditional indicative.

Part II - Reading

1. There is in Volume II of the text an anthology located in the second half of the text. The most effective method is to follow a grammar lesson with a reading lesson. The teacher may select those which she wishes to cover with her class. The reading selections themselves are so arranged that the more difficult ones came at the end.
2. Reading for comprehension
    a. The student's comprehension of assigned readings is tested by means of oral questions to be answered in Portuguese.
    b. The student has the opportunity to improve his pronunciation of Portuguese through oral reading in class of the assigned reading material.
    c. Through the selected readings, the student is also given the opportunity to increase his vocabulary. Instead of giving him an English translation for a new word, a synonym which is familiar to the student is given. These synonyms can be given by the members of the class or the teacher.

Part III - Oral and Written Composition

1. The readins found at the beginning of each grammar lesson, lend themselves very well to oral conversations between the teacher and student or two students. These short talks permit the student to actively use the vocabulary and grammar learned in real life situations.
2. Written compositions are as follows:
    a. Students are given a list of words that they have studied in a grammar lesson and with these words they write a composition in Portuguese.
    b. In the first half of the school year the students do a book report on a book selected by the teacher on Portugal; that is, her people, products, navigators, etc. In the second half of the year the students do in English an extensive report on some aspect of Portuguese history. These books are found in the school library. They were ordered by the teacher for this purpose.

Portuguese I and II
Audio-Visual Phase

To increase the student's cultural and historical appreciation of Portugal and Brazil, the following materials are used:

1. Films on Brazil can be rented each year from Encyclopedia Britannica Films.
2. Filmstrips on hand in the department of Portugal are:
   a. "Southern Europe - Portugal"
   b. "Farmers of Portugal"
3. Slides of continental Portugal are also on hand in the department. Extensive ise is also made of those slides taken by the teacher on her trips to Portugal.
4. Records with text are used to enhance the student's appreciation of Portuguese music as well as to aid him in oral comprehension and pronunciation. Records available in the department are:
   a. "Portugal: Fados and Folk Songs"
   b. "Anthology of Portuguese Music"
   c. "Christmas in Portugal" which was donated by the members of the Portuguese Club of 1966-67

Needs: Newspapers, magazines, comics and realia to be left on a table in the room. Many students are attracted by these and look at them whenever they have time.

Bibliography: (Portuguese I and II)
"Aprendo Portugues, II Serie", Porto Editora, Lda., Portugal, 1964, Bernardo Vidigal
"Aprendo Portugues, II Serie, Volume II", Porto Editora, Lda., Portugal, 1964, Bernardo Vidigal

Supplementary Texts: (These copies belong to the teacher and are used for reference.)
"Historia-Patria", Livraria Avis Papelaria, Porto, Portugal, 1965, Janeiro Acabado
"Breve Historia de Portugal", Porto Editora, Lda., Martins A. Afonso
"A History of Portugal", D. Van Nostrand Co., Inc., Princeton, N. J., 1962, Charles Nowell
"Gramatica Portuguesa", Livraria Sa da Costa, 1962, Lisboa, Jose Pereira Tavares

Additional supplementary texts that the teacher may use at her discretion and which are to be found in the department are:

"Brazilian Portuguese", Heath, 1948, Sa Pereira
"Grammar of the Portuguese Language", Heath, 1944, Hills, Ford, Coutinho, Moffatt and Dunn
"Contos e Anedotas Brasileiros", Heath, 1942, Carter
"Rute e Alberto", Heath, 1945, Meireles
"Spoken Portuguese", Heath, 1947, Kany and Pinheiro
"Spoken Portuguese", Heath, 1945, Reno, Cioffari and Hall

Middletown High School, Middletown, Rhode Island

A Portuguese class has been formed at this school this year. Portuguese I is now offered to all students in the nineth, tenth, eleventh, and twelfth years. As there is no track system, there is no division according to College Preparatory or Commercial students. Portuguese is offered on the same credit basis as the school's other language offerings.

The class is being taught by the audio-lingual method using Dr. Maria Isabel Abreu's "Portugues Contemporaneo". Mr. James Teixeira, the teacher was trained as a teacher of Portuguese at the NDEA Institute at Vanderbilt University this past summer. Portuguese II will be offered during the 1969-70 school year to students of the tenth, eleventh, and twelfth years.

Our Lady of Fatima High School, Warren Rhode Island

The Portuguese program at this school was initiated in September of 1965. Under the auspices of the Gulbenkian Foundation, students of Portuguese IV plan to attend the summer session at the University of Lisbon. These students are planning a "Dia de Portugal" at the school which will consist of a small play, music, dancing and Portuguese food. Sr. Isabel Dantas, S.S.D. is the teacher.

West Senior High School, Pawtucket, Rhode Island

This school had an excellent two year program in Portuguese about 6 or 7 years ago. The teacher left and on one could be found to replace her. The program was dropped. Last September the program was reopened. Only Portuguese I was offered but it was hoped that this course would be the basis of Portuguese II. The enrollment started with about 17, and is now down to 7. The course will have to be dropped, according to Mr. Albert J. Duhue, Head, Language Department.

There are enough pupils of Portuguese ancestry in the school to warrent a good program but they evidently are not interested.

Bowie High School, El Paso, Texas

The program at this school began as a Portuguese Club in 1960 with four meetings a month; three class sessions and a business meeting. Self-prepared tapes were used in the laboratory and the texts: "An Introductory Portuguese Grammar" by Williams and "Panorama do Brasil" by Jordan. The average attendence was about 50.

Portuguese I was first scheduled in the regular school curriculum in 1968-69. Portuguese II is proposed for 1969-70 plus as many Portuguese I classes as can be formed, says Mr. Donald L. Goldsmith.

Basic Texts:
- "Modern Portuguese I and II" with tapes - Ellison
- "An Introductory Portuguese Grammar" - Williams
- "Elementary Portuguese Conversation" - Kany

Supplementary Texts:
- "Contos e Anedotas Brasileiros" - Carter
- "Panorama do Brasil" - Jordan

"Contos do Brasil" - Hamilton and Fahs
"Teatro Brasileiro Contemporaneo" - Martins and Menton

Supplementary Teaching Aids:
Maps of Brazil and Portugal
"Americas" (in Portuguese)
Portuguese records
"Dicionario Ingles-Portugues"

J.E.B. Stuart High School, Falls Church, Virginia

The program here consists of one one-half hour class of Portugues for students with a background in Spanish. The course is for one-half credit, and is a combination Portuguese I - Portuguese II class.

The text used is "Portugues Contemporaneo, I" by Abreu and Rameh, with accompanying tapes. Emphasis is on the sound system of the language. After a short "warm-up" drill, most of the class time is spent on conversational type questions and answers, quite rapid, using the same pattern and patterns already learned.

Mr. John S. Ervin states that Portuguese I and II will be offered next year and if there is enough demand there will be two one-hour classes. Advance publicity will be given and it is hoped that there will be enough students for two classes.

West Springfield High School, Springfield, Virginia

The Portuguese program is still in its embryonic stages. In the Spring of 1968, a 5 week introductory course was offered to students in the Spanish 4 and 5 classes for enrichment purposes. This was taught in place of Spanish for those 5 weeks to approximately 35 students. In the Fall of 1968, for 25 minutes each day, students who have successfully completed 2 years of Spanish or French may attend the Portuguese Club meetings during one of the lunch periods. No credit is offered, but texts and tapes are being used. For the Fall of 1969, a full-credit course in Portuguese I will hopefully be offered, to be expanded the following year into Portuguese I and II. Mrs. Kay W. Kline is the teacher.

COMPARATIVE SCHOOL ENROLLMENTS

INSTITUTION	1966	1967	1968
B.M.C. Durfee High School, Fall River, Mass.	100	128	152
Bowie High School, El Paso, Texas	50	50	32
Bristol High School, Bristol, Rhode Island	169	200	196
East Providence Senior H. S., East Providence, R. I.	35	32	41
J.E.B. Stuart High School, Falls Church, Va.	32	15	18
Lake Forest High School, Lake Forest, Ill.	8	16	12
New Bedford Public Schools, New Bedford, Mass.	450	481	475
Taunton High School, Taunton, Mass.	156	167	195
Dartmouth High School, No. Dartmouth, Mass.		106	120
Our Lady of Fatima H. S., Warren, R. I.		32	38
Escola Oficial Portuguesa, New Bedford, Mass.		69	86
Mount Carmel School, New Bedford, Mass.		355	329
Saint Elizabeth's School, Bristol, R. I.		550	550
Saint Francis Xavier School, East Providence, R. I.		478	530
Totals		2679	2774